BORDER CROSSINGS: PROFESSIONAL DEVELOPMENT IN THE 21ST CENTURY

ABSTRACTS

51st International Conference
Aston University Conference Centre 16-17 November 2018
Karen Vincent: **What do new reception teachers need to know and understand?**
Canterbury Christ Church University, England

Abstract: My doctoral thesis is aiming to learn more about teacher educators' beliefs about the preparation of new reception teachers. The importance of the school reception year has been emphasised by government policy (STA, 2018) and Ofsted (Ofsted, 2017) even though it is not compulsory for children to attend school until the term after they are 5. This phase of education is therefore uniquely positioned within both an early childhood discourse and one that relates to a preparation for school. Mahmood (2013) suggests that teacher educators should put more emphasis on learning how to learn for beginning early childhood teachers. I am seeking to uncover perspectives that relate to early childhood teacher educators' practice and to explore the implications that this might have on the preparation of early childhood teachers.

STA Standards and Testing Agency (2018)

Ofsted (2017) Bold Beginnings


Prof. Dr. Hakan Sari, Tuğba Pürsün: **What differences are there between previous and new model teacher training programmes in special education in Turkey?**
Necmettin Erbakan University, Turkey

Focus: The purpose of this study is to compare two special education programmes, which were determined and implemented by the Higher Education Council (YOK) in Turkey before and after 2016. According to the special education teacher training programmes in line with the disabled groups in 2006, such as Special Education Teacher Training Program for the intellectually disabled includes 51 courses of which 24 theoretical courses and 14 courses for teaching practices. The members in the Higher Education Council decided to adapt the of teacher training program known as the ‘Special Education Teacher Training Program’. In line with the new program, the students in departments take 32 compulsory courses over three years. In the final year, students have to select one category from four: intellectual disabilities, hearing impairment, visual impairment and talented or the gifted.

Research Method: This work has been completed using Document Analysis methods.

Significance This study raised some important provisional ideas for teacher trainers and gate keepers in the universities who educate the students. These include appointing them as special education teachers via graduate and postgraduate programmes in developing and developed countries. Further details will be given in the conference.
Sarah Ann Hopp: *The Capabilities Approach as an Alternative Teaching Perspective for the Equitable Flourishing of ‘High Functioning’ Autistic Adolescent Students in the Mainstream Classroom?*
Saint Francis Xavier Sixth Form College, London, England/ University of Glasgow, Scotland

*Focus:* An examination of the influential factors behind student self-perception and working relationships in the classroom. The ideas of normality, labelling and responsibility are deconstructed within the context of the current meritocratic, normative and market driven education system. An alternative educational approach is then explored using the Capabilities Approach focusing on social value, dignity and individual holistic human flourishing.

*Research Approach:* An ethical feminist philosophical exploration using Martha Nussbaum’s version of the Capabilities Approach to analyze the current educational situation of autistic students in the classroom, promoting self-affirmation, liberation and inclusiveness.

*Key Findings:* Teacher-student-peer social relationships and emotional comprehension are key to the holistic flourishing of autistic students.

*Significance:* Adolescent autistic students labelled as ‘high functioning’ have complex needs in the classroom. Many students are perceived as coping well when they are often confused and anxious as they internalize the reactions of those around them (National Autistic Society, 2017).


Nicola Broderick: *The Future of Teacher Professional Learning through the lens of a Mandatory Professional Learning Policy: A Policy Analysis of Cosán*
Institute of Education, Dublin City University, Republic of Ireland

*Focus:* Echoing international patterns of educational policy teacher professional learning will become a legislative requirement for all Irish teachers in 2020. This research discusses likely future developments of this new policy, Cosán (Teaching Council of Ireland (TCI), 2016), within the current international and national educational context

*Research Approach:* The principles of Stephen Ball’s Policy Cycle (Bowe, Ball, & Gold, 1992) were used to analyse the Cosán policy (TCI, 2016). Ball’s framework allowed for possible interpretations, enactments and constraints of the policy to be examined

*Key Findings and Significance:* Similar to other international mandatory professional learning policies, Cosán has potential to enhance teacher professional learning but many constraining factors remain. Findings report a contestation between the policy as a mode of accreditation or a vehicle for public accountability. The necessity of evidence, identification of government priority areas, and allocation of funding are contentious factors that arise. Mirroring international trends, Cosán may have minimum impact on the quality of teacher and student learning unless key issues are addressed.

Ian Axtell: **Teacher Agency, Signature Pedagogy and Third Space Theory: Rethinking master’s level teacher professional development**

Birmingham City University, School of Education and Social Work, England

**Focus:** My voice as a university-based teacher educator has been undermined by recent and current education policy. Do I still have a part to play in teacher professional development or can teachers do themselves?

**Research Approach:** This research centres on my Education Doctorate which adopts an autoethnographic approach towards rethinking priorities for teacher professional development. This research challenges personal assumptions and suppositions made when seeking to prioritise teacher agency (Priestley et al, 2015).

**Key findings and significance:** Literature is used as a critical catalyst and the theoretical priorities that have been identified include the use of signature pedagogies (Shulman, 2005) and Third Space Theory (Bhabha, 1994). These theoretical perspectives challenge the dichotomous nature of education policy and the current notion that teacher development should be based on a training paradigm.


Dr. Anthony Armstrong: **Thinking together about the future development of the Professional doctorate in Education (EdD) and the needs of the researching professional.**

Birmingham City University, School of Education and Social Work, England

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Nia Richards, Sophie Hadaway: *Challenging traditional roles through creative learning collaborations*
Arts Council of Wales/ Arts Council of Wales Nottingham University, England

*Focus*: Professional development through collaborative cross-sector partnerships

*Innovation*: Teachers in Wales are preparing for a new curriculum which will require them to be more creative, collaborative and reflective; they will also need to acknowledge themselves as learners. The Lead Creative Schools scheme (Welsh Government and Arts Council of Wales) is helping teachers to meet these professional standards by pairing them with creative practitioners to explore new innovative pedagogical approaches to improve engagement and attainment.

*Key findings/significance*: Teachers and creative practitioners are stepping beyond their borders; traditional identities are being re-thought and new ways of collaborating are emerging. However, the change process can be challenging, there can be a tension for some participants who view the learning process and targeted outcomes as a dichotomy.

Professional learning in the 21st century can benefit from different sectors working together in situ and in genuine collaborative and co-constructive partnerships

Dr. Tish Balfe: *Crossing the school gate: A University Supported Social Constructivist Model of Professional Development*
School of Inclusive & Special Education, Dublin City University, Ireland

*Focus*: The dramatic increase in the number of children diagnosed with autism in recent decades has resulted in an annual growth in “autism-specific” educational provision in schools (NCSE, 2015). The specific social communication difficulties and unusual behaviours of pupils on the autism spectrum require changes in practice in these classrooms (Jordan 2008). This paper explores the crossing of institutional, pedagogical and identity borders in practice as the model of professional development evolved.

*Research Approach*: Data were collected on a number of pivotal elements: participants’ experiences, the outcomes in the classrooms and the role of the more knowledgeable other (MKO) using pre and post semi-structured interviews, formal assessment, observations, reflective diaries, collective dialogues, learning logs, and questionnaires across five cases.

*Findings and Significance*: Considerable changes in practice, empowerment and positive pupil outcomes were found. A facilitated collaborative platform played a pivotal role in supporting the changes.


Paul Campbell, Rehana Shanks: *Collaborative leadership for educational change*
University of Glasgow, Scotland / Sha Tin Junior School, English Schools Foundation Hong Kong/ University of Glasgow, Dean Park Primary School, Scotland

*Focus*: This paper will be presented by school leaders who are undertaking professional doctorates, sharing their current research and perspectives from practice on the forms, opportunities and challenges of collaboration to lead teaching, learning and professional development.
Research approach/innovation: Collaboration will be analysed conceptually as well as a critical analysis of policy and associated discourse around collaboration in Scotland. Based on the themes and arguments arising, the relationship it has to leading teaching, learning and professional development, and tackling educational challenges more generally.

Key findings and significance: Exploring these emerging themes and ideas in our school and wider professional contexts will offer some interesting insights and implications for effective collaborative relationships and mechanisms that support leadership, improvement and effectiveness.


Tuğba Pursün, Prof. Dr. Hakan Sari, Seyda Sari: *The perspectives of teacher trainers on the pros and cons of the new model special education teacher training programme in Turkey*

Necmettin Erbakan University, Turkey

Focus: The purpose of this study is to explore the pros and cons of the new special education program applied in Turkey from the perspectives of the teachers’ trainers.

The research method of this study is semi structured interviews as one of the qualitative research methods. The participants of this study were 34 teacher trainers interviewed on the new model special education teacher training program who worked in special education departments of the universities. For the data collection, the researchers developed semi structured interview form and the data were collected via this form. The data were analysed with the help of a content analysis technique.

Significance: The conclusion showed that there are highly favourable perceptions about the new special education teacher training program even if there are some cons of the teacher trainers on the new model program. The detailed explanations will be presented in the conference.

Dr. Roger Levy, Prof. Joy Jarvis: *Developing a curriculum framework for a professional doctorate cohort of international students*

University of Hertfordshire, England

Focus: an approach to professional doctorate curriculum development.

We will share a diagrammatic representation of how we will use a spiral curriculum (Bruner, 1960) to make it more explicit for students. The curriculum development process includes selecting content designed to stimulate ‘second thoughts’ (Britzman, 2003:4) that involve reviewing the taken for granted in a curriculum (Phelan, 2015). We are particularly focusing on the explicit nature of the curricula content and process because this may help students whose primary discipline is not education, and/or who have culturally different understandings about learning from their tutors and the nature of what counts as evidence in education research.

We plan to discuss ways of sharing understandings of learning in taught sessions so that the process of learning can be more explicit and mapped onto our curriculum plan. We are aware of the importance of ‘modelling’ practice (Loughran, 2006) and plan to include this in our curriculum plan

Significance: exploring ways of surfacing tacit disciplinary knowledge and assumptions about learning, and then examining these.

**Bally Kaur: Beyond the qualification: spaces for informal professional learning**

Birmingham City University, England

**Focus:** to consider the role played by informal professional learning spaces in the lives of four research participants in my doctoral study. **Research approach:** Using a mixed methods approach with a focus on participatory research, the study explores the educational trajectories of individuals living in a particular neighbourhood of Birmingham.

**Findings:** Whilst qualifications via formal education play a key role in giving participants agency, confidence and validation, it is the informal spaces which have provided opportunities for entry into employment or professional development. Such spaces have included home and community education, one-to-one mentoring and online communities.

**Significance:** The relaying and collaborating of practice, experience and provocation remain pivotal in giving individuals the social capital: insight, and language to access opportunities. These are important relationships reliant on trust and the investment of time.


**Prof. Alex Kendall, Dr. Victoria Kinsella, Dr. Fadia Dakka**

**Georgina Garbett, Clair Meares, Bayley Morris: Re-making practitioner learning**

Birmingham City University, England

**Focus:** Research on practice is dominated by paradigms that privilege social-scientific forms of knowledge production/representation informed by positivism and scientificism. As such modes of practitioner learning in these spaces have been shaped and patterned by funding metrics/models that fetishize notions of ‘what works’.

**Research approach/innovation:** This making workshop takes as its alternative starting point the ‘post-professional’ contention that rather than predictable and knowable being and doing in the practice context is always already performative and contingent – as such the stable categories of ‘nurse’ and ‘teacher’ as ‘carriers’ of a professional knowledge base give way to ‘in motion’ performances of ‘teaching’ and ‘nursing’ as production modes for professional knowledge making.

**Significance:** This opens up opportunities for new imaginaries in professional learning/practitioner education offering alternative ways of knowing/being/doing within the fields of nursing and teaching with the potential to generate a wild profusion (after Maclure) of possibilities for new ways of becoming and representing within the practice field.

Mark Gradwell, Gayle Le Moine, Dr. Judy Durrant, Dr. Sue Soan: Challenges of multi-professional working in HEI – not funded or supported
Canterbury Christ Church University, Faculty of Health and Wellbeing/Faculty of Education, England

Focus: This paper explores the experiences of academic staff in one university trying to implement a multi-professional approach to learning and teaching within professional undergraduate and postgraduate education programmes across faculties. Students’ experiences and opportunities to understand the roles and responsibilities of other professions are investigated.

Research Approach: Using a Critical Realist approach, and in particular Bhasker’s (2008, 46-47) conceptualisation, members of ACT (Action for Collaborative Transformation) describe their experiences of attempts to cross structural / organisational boundaries within this specific HEI environment to develop programmes which mirror practice.

Findings: Academic staff expressed their value of opportunities to work collaboratively and any new learning gained from such working practices. Barriers due to bureaucratic systems and processes, hinder progress, as do issues related to power and financial constraints.

Significance: Whilst the value of multi-professional working is widely accepted, impenetrable barriers to innovative working across silos remain in place.

Suzanne Culshaw: Intermingling the Spoken with the Visual: A Methodological Review of Collage
University of Hertfordshire, England

Focus: A methodological review of collage, using examples from a doctoral study which looks at the experience of struggling as a teacher.

Research Approach/Innovation: There is a growing literature supporting the use of innovative methods such as collage. They can facilitate ‘visual thinking’ allowing participants to communicate that which is not easily put into words (Weber & others, 1995). Collage also allows the freedom to place and move materials, rather than relying on innate artistic ability (Woods & Roberts, 2013). Some argue that the collage is merely a catalyst to get at a pre-existing meaning. Others see collage as revelatory, a means of uncovering meaning that might not otherwise have come to the fore.

Key Findings & Significance:
The presentation offers an overview of the challenges faced and opportunities identified by the researcher in intermingling (Grbich, 2007) spoken and visual data.


Rehana Shanks; Poppy Gibson, Suzie Dick: *The EdD and one bedtime story more! An exploration of the Third-Space inhabited by mothers working in educational leadership whilst studying for a professional doctorate*

University of Glasgow & Dean Park Primary School, Edinburgh, Scotland/ University of Greenwich, England/ University of Glasgow / Arran High School, Scotland

*Focus:* This article focuses on the ever-present pressures, tensions and opportunities for women leaders in education, and the link between identity, pursuit of excellence and of a worthwhile life. It highlights the experience of three women in educational leadership who are undertaking Doctoral studies while balancing the needs of family, work and study. It aims to explore how the multiple facets of a woman's identity come together to enable each to lead in an educational setting.

*Research approach/innovation:* We consider ‘the third space in an identity’; a place in which ‘everything comes together’ and we call into question whether a woman's identity as a leader is ever truly fixed.

*Key findings and significance:* We highlight the implications of leadership, including capabilities from a gendered perspective and the impact and challenges on us in navigating the twilight zone. We conclude that lifelong learning needs to meet the need of learners.

Paulina Bravo González: *Borders in the Academia: professional development as sites of resistance*

UCL-Institute of Education, England

*Focus:* Borders are controversial since the colonial understanding of countries where its notion is employed to make hierarchical differences (Vaughan-Williams, 2009). Hybridity on borders could be related to mixing cultures without considering its power relationship. However, since a postcolonial thinking (Moslund, 2010) borders are understood as sites of resistance where hybridity on it is related to the acknowledgement of hierarchies and power-relationships.

*Research approach/innovation:* This proposal tries to translate that latest conceptualisation to the relationship between Academia and School in a space of continuous professional development (CPD). The data-production was a CPD in Chile between September 2017 and January 2018 with 21 science school-teachers and 9 university-teachers under the principles of hybridity, collaboration and, big ideas of science (Harlen, 2010).

*Key findings and significance:* The results show the power relationship that is operating on the border of the Academia-School and inside the Academia. The conceptualisation of hybridity on the border under postcolonial thinking as a space for collaboration and resistance is discussed.


Dr. Lynne Bianchi, Jane Turner, Dr. Sarah Earle: *Development of teacher engagement in professional learning: examples from primary science education*
University of Manchester, University of Hertfordshire, Bath Spa University, England

*Focus:* Self-evaluation, collaboration and the use of frameworks for professional development will be explored.

*Research approach/innovation:* This paper will apply the Trajectory of Professional Development (TOPD) (Bianchi, 2016) framework for categorising teacher engagement in professional learning to three contexts from primary science education.

*Key findings and significance:* A teacher’s identity as a science leader develops through reflective professional endeavour. Through 3 nationally recognised programmes of work (University of Manchester’s SEERIH, University of Hertfordshire’s PSQM and Bath Spa University’s TAPS), this paper reports on how teacher professional learning is engaged through:

- processes of school self-evaluation: audit, action planning, implementation and reflection (White et al. 2016)
- Design-Based Research approaches (Davies et al. 2017)
- collaborative, cross-sector endeavour (Ralls & Bianchi, in review)

The paper will review how each process places professional learning at the forefront of engagement, in relation to the TOPD framework, with recognition of common drivers and barriers to successful practice.


Dr. Judy Durrant: *Transformation and Transgression: the Implications of an Agentic Dimension for Teacher Professionalism*
Canterbury Christ Church University, England

*Focus:* This paper explores relationships between professionalism and school improvement from an agentic perspective (Bandura, 2001). Characteristics of transformation and transgression emerge where teachers push boundaries in working towards their own desired outcomes for education. School leaders can influence organisational culture to enhance such agency aligned with school improvement priorities.

*Research Approach/Innovation:* The paper draws on doctoral research investigating individuals’ engagement with school improvement through ‘portraits of teachers in landscapes of change’. This showed discontinuities between formal school improvement and teachers’ preferred education outcomes, uncovering elements of professional transgression and transformation and considering the contextual factors and forces involved.

*Key Findings and significance:* The research resulted in development of a conceptual framework, contrasting complementary epistemological, ontological and agentic perspectives (‘knowing’, ‘being’ and ‘doing’) for education. The agentic dimension involves creation of ‘intellectual and discursive spaces’ (Barnett, 2008) where teachers are challenged to lead authentic, sustainable school improvement.

Dr. John Mynott: Facilitating the Lesson Study Facilitator: a reflection on expertise in Lesson Study

Head Teacher, Central Primary School, Watford, England

Focus: In Lesson Study (LS) the expertise of a group, and ultimately the success of a cycle, can depend on the expertise of its facilitator. Perry & Boylan (2018) describe professional development for facilitators being under researched and this is even more pronounced in LS, where the body of literature is still emergent.

Research approach: Through an applied thematic analysis of expertise and facilitation in an extended preparation LS on consonant clusters (Mynott, Paalanen & Jaffer, 2018). This discussion aims to develop a deeper understanding of the facilitation challenges and how expertise enrichment can help compensate for them.

Significance: Extended preparation LS has the potential to provide expertise enrichment, which supports the generation of potential teacher learning and can promote good outcomes. The paper also supports the continued need to develop the development of the facilitator and furthers the dialogue of LS facilitator development.


Dr. Rose Dolan: From teacher to teacher educator: developing one’s knowledge base through formal study

Department of Education, Maynooth University, Republic of Ireland

Focus: In 2016-17, MU Department of Education introduced a teacher education (TE) strand into the M Ed programme. This strand was aimed at those who are currently working as teacher educators, on a part-time or full-time basis, in first or second order settings, and at various stages of the continuum of teacher education (initial, induction and in-career).

Research Approach: Questionnaires and interviews are used to capture the stories and experiences of participants in the strand in order to explore the question: How does participation in a programme of study on teacher education impact on the practices and identities of teacher educators?

Key Findings: Preliminary analysis indicates that:
1. the participants’ capacity for professional dialogue increases;
2. their practices as teacher educators are more critically reflective;
3. they struggle with the development of a teacher educator identity, particularly if they are working as second order practitioners in a first order setting.


Sara Smith: *It's not what you do it's the way that you do it – the value of a constructivist grounded theory approach*

University of Wolverhampton, England

**Focus:** The success of a curriculum is not just ensuring it incorporates the required knowledge and skills, it is also dependent upon those who deliver and support this learning. In this paper I explore the positioning of practitioners, training officers, and academics, including myself, within an undergraduate programme linked to professional registration.

**Research Approach/Innovation:** Drawing upon constructivist grounded theory (CGT) for the study not only provided a theoretical explanation for approaches adopted it also enabled me as the researcher to acknowledge my own journey across a range of borders and its influence upon my practice.

**Key Findings and significance:** CGT afforded a framework that appealed to my ‘positivist tendencies’. It enabled me to acknowledge the professional learning that takes place in each role and importantly that the paradigms in which each naturally exist do not have to be mutually exclusive; leading to a greater understanding of the positioning of others and recommendations for professional learning.


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**Parallel session 2  15.00 – 16.00**

Alison Milner, Allie Mills: *In the same boat: Writing development for students and staff*

South Devon College/ Leeds City College, England.

**Focus:** The research aim is to nurture confidence and retain students and staff through supportive writing workshops. The project will take place on two different sites, Leeds and Paignton, making this a comparative study of geographical location as well. The objectives are: To review and develop student and staff confidence in their academic writing; To establish academic practice to support the development of time management skills; To motivate student and staff confidence in their academic writing and academic identity. The project is to be conducted from October – November 2018. The initial plan is to conduct the research at similar times, but this is negotiable in the initial stages of facilitation. One thought is to use Skype to maintain interaction between the two cohorts. The thinking and reflection regarding this concept of connection is to model as best possible a community of practice (Wenger, 1998). Illustrating that the community does not have to be physical in the time but transient in location and space that is created to hold similar thoughts and practice. Through fostering of this community of practice, we will explore notions of identity alongside the ideas and aspiration of the students and staff as academics moving in a space that is potentially alien to them (Jensvoll & Lekang, 2018). The space becomes whilst initially unsafe, a comfortable space in which to realise potential, confidence and a product that is not only useful but also sustainable in the creation of academic writing (Sword, Trofimova & Ballard, 2018).

**Significance:** relates to time management skills, productivity, individual research and scholarship focus and academic identity.


Dr. Jan Barnes, Dr. Helen Lewis, Dr. Sioned, Hughes, Jonathan, Jo Roffey: **Collaborative approaches to classroom-based research: exploring the strengths and challenges of teachers and teacher educators working together to undertake close-to-practice research**

Yr Athrofa, University of Wales Trinity Saint David, Treorchy Comprehensive School, Wales, St Thomas Community Primary School, Wales

*Focus:* This workshop focuses on a project in which teacher educators and classroom practitioners co-constructed close-to-practice research studies.

BERA’s inquiry into the role of educational research (Leat et al., 2014) suggested schools and universities develop as research-rich environments. Teachers and teacher educators should engage with research, not only as discerning consumers, but also as capable of conducting their own enquiries. The need for such professional development is reinforced in reviews of Initial Teacher Education in Wales (Furlong, 2015).

One perceived challenge lies in finding appropriate ways to support teachers develop research skills alongside other demands of their role.

*Research Approach:* We took a case study approach. Working with their university research partner, each teacher identified pertinent research questions and explored relevant pragmatic research approaches before undertaking their enquiries.

*Key Findings / significance:* The workshop discusses the strengths and challenges of this project, providing the teachers the first opportunity to discuss their own professional development in a conference context.


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Janey Ross: **What happens when I adopt and adapt ‘Number Talks’ as a guiding approach to making children’s thinking more visible?**

Dean Park Primary School, Edinburgh, Scotland

*Focus:* is on talk and promoting mathematical discourse in the classroom. It seeks to examine the growing evidence about the nature of classroom talk and growing recognition that learning and articulation are closely interlinked. It considers dialogue as a tool for increasing pupils thinking.

*Key findings and significance:* It concludes that there is value gain for pupils learning through talk. Moreover, that to become more proficient in mathematics, students need to actively participate in mathematical discourse. It is important children are encouraged to ‘talk mathematics, not simply talk about mathematics’ (Askew, 2008, p156) Most notable was the different ‘forms’ of talk that children should be encouraged to engage in and the role of the teacher in facilitating the discourse.


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Emily Perry, Dr. Josephine Booth, Sarah Boodt: **Perspectives on professional development exploring motivation learning and facilitation**

Sheffield Institute of Education, Sheffield Hallam University, England

*Focus:* Teacher professional development involves repeated shifts between the roles of learner and educator for all involved, whether they are participating in or facilitating learning. During a programme of professional development for ‘hybrid teacher leaders’ (Margolis, 2012) operating as teachers and teacher educators in the post-16 sector in England, we gathered data from participants and facilitators.
**Approach:** We take three thematic perspectives on the data: the participants' motivations for participation and how these shifted over time, their learning as a result of the programme, and the practice and influences of the facilitators. This approach offers an exploration of the multidimensional, interacting processes of engagement, reflection, learning and facilitation within professional development (Evans, 2014).

**Key findings and significance:** Through these interlinking studies, we illustrate the ways in which both participants and facilitators cross repeatedly from learner to educator, and establish some key aspects of successful professional development which can be applied to all professional learning. These include the critical importance of the facilitators (Perry & Boylan, 2017), as they engage participants, model practice, make appropriate choices of content and pedagogy, and adopt approaches which build a feeling of community amongst the participants.


**Diana Tremayne:** *Informal online learning communities as sites for professional learning and agency*
Leeds Beckett University, England

**Focus:** The research focuses on teachers’ participation in informal online learning communities and how this supports professional development and teacher agency. In this roundtable people will be invited to discuss the multiple boundaries crossed through this type of engagement and key concepts such as community and network.

**Research approach/innovation:** The research takes a netnographic approach (Kozinets, 2015), combining elements of social network analysis, participant observation and interviews to consider the ‘site’ from both an ‘inside’ and ‘outside’ perspective.

**Key findings:** Whilst initial findings are in keeping with the existing literature around support, sharing of ideas and resources, the research also explores the blurring of boundaries between informal and formal learning, personal and professional identities online and concepts of community or network.

**Significance:** The project offers an insight into the under-researched areas of further education and informal professional learning, using innovative approaches such as those recently called for by Evans (2018).


**Dr. Órla Ni Bhroin:** *Porous Boundaries for Optimal Interfacing between Class Teachers and Special Education Teachers to Promote Students’ Inclusion*
School of Inclusive and Special Education, DCU Institute of Education, Republic of Ireland

**Focus:** In the context of inclusive policy development in Republic of Ireland, a study was conducted to explore special education teachers' and class teachers' interpretations of policy and principles of inclusion and manner in which these are enacted in their practice.
Research approach: Based on nine special education teachers and nine class teachers each paired in a particular school, interviews to elicit teachers' interpretations combined with observations to document detail of practice generated data from which nine case studies were crafted.

Key findings: Coherence-fragmentation emerged as one of three themes underpinning teachers' interpretations and constructions of inclusion. Fragmented learning experiences for students were associated with boundaries between class teachers' and special education teachers' practices. However, more optimal interfacing dependent on the establishment of increasingly porous boundaries between class teachers and special education teachers contributed to increased inclusion and coherence in curriculum and learning experiences for the students. This presentation explores the practices promoting optimal interfacing and implications of this for professional learning.

Significance: Practices of optimal interfacing are relevant to those who devise and enact policy for inclusion and to those involved in programmes of professional learning.


Jackie Norton: Transnational education collaborative provision within UK Universities impact on the development of a UK approach to ‘Internationalised’ curriculum development

Birmingham City University, England

Focus: The key area currently in development within my research relates to the exploration and critical appraisal of how innovative pedagogy within transnational and related practice can inform the development and growth of a Global Curriculum within Higher Education institutions.

Research Approach/Innovation: Through qualitative data collection including a case study analysis approach, exploring ‘the future focus of sustainable transnational education and the potential development of international communities of practice’ is a determining factor of this study.

Key Findings / Significance: The research sets out to determine the impact of selected case studies, aligned to transnational education with UK Universities, delivery and support approaches to collaborative provision and how this has impacted on academics and students. The study intends to consider the significance of how collaborative provision and the extension of a global programme portfolio might impact on the development and enhancement of the UK’s University approach to an ‘Internationalised’ Curriculum.

Parallel session 3 16.15 – 17.15

Helen Woodward, Rev Linda Robertson: “They said that school couldn’t do it.” School initial training, what the graduates say

Greater Manchester Learning Partnership, Prestolee Multi-Academy Trust, Motus Partnership, England, University of Wales

Focus: To increase understanding of trainee experience during 2012-2017, and generate recommendations for programme improvement.

Research Approach: A longitudinal study into School Led Initial Teacher Training (SLITT) across Greater Manchester. The research was led by Greater Manchester Learning Partnership (GMLP). Eleven schools and 174 trainees participated. This was inductive research using surveys and semi-structured interviews to ‘hear the voice’ of the teachers.
Findings and significance: Findings include the extent to which trainees felt prepared for a career in teaching, their anticipated longevity in the profession, future hopes and aspirations and recommendations for programme improvement. The significance of these findings is in the ongoing struggle to recruit and retain a sufficient supply of teachers both in the UK and abroad.

Innovation: The methodology required SLITT leaders inexperienced in research to become practitioner researchers so professional development was significant within the project. An added benefit was the professional development of the practitioner researcher team and reflections on their learning.

Clare Warren: A study of the developing identity and agency of primary science subject leaders during the process of participating in the Primary Science Quality Mark (PSQM) programme
University of Hertfordshire, England

Focus: The PSQM award is designed to develop and celebrate the quality of primary science teaching. A number of science subject leaders (SSLs) from different schools engage in a year-long process of self-evaluation, action planning, implementation, reflection and evaluation supported by a PSQM hub leader. My research focuses on the possibility of changes to participants’ identity and agency.

Research approach: Over the course of a year interview data were collected from seven SSLs as they completed the award. Also, a visual record was collected as a river of experience (Pope and Denicolo, 2000).

Key Findings: Tentative findings suggest PSQM supports border crossings from a teacher identity to a teacher leader identity. For example, one participant reflected that she had previously been an ineffective subject leader and credited PSQM with her improved effectiveness. Referring to PSQM she stated, “I definitely would not be a subject leader as good without it”.


Dr. Amanda French, Dr. Rob Smith and student researchers: Student Belonging and Identity at BCU
Birmingham City University, England

This workshop will share the work of BCU funded project currently running in our Faculty (which combines health and education and social work). The project is designed to give students a voice about how they feel about their experiences as students in higher education. In the workshop we will be reporting back on the first phase of the research where we have been working with student researchers from across the Faculty trying out a creative approaches to gather information about student identities and perceptions in order to keep students at the heart of the research.

This workshop session is interactive and will offer participants the chance to experience aspects of the projects activities and add their voices to the research. We hope to be joined by some of our student-researchers on the day who will help facilitate the session.

Dr. Aoife Brennan: Evaluating the impact of a professional learning community on teacher professional learning for inclusive practice
DCU Institute of Education, Ireland

Focus: Professional learning communities (PLCs) hold considerable promise for transforming teacher learning (Kennedy, 2014). However, this form of professional development (PD) remains under-utilised for developing inclusive practice (Pugach & Blanton, 2014). This paper reports on a study which used an
evidence-based PD evaluation framework (King, 2014) to explore the impact of a PLC on teachers’ professional learning for inclusive practice, in an Irish primary school.

Research approach: This research adopted a qualitative case-study design which employed interviews, observation of practice and a researcher reflexive journal.

Key findings and significance: Data analysis evidenced that the PLC positively impacted teacher attitudes, beliefs, efficacy and inclusive practice. The findings suggest that complex learning and development to cross pedagogical borders for inclusive practice, can be effectively developed through an on-site PLC that is characterised by critical dialogue and public sharing of work. Recommendations proffer design principles to underpin PLCs for inclusive practice and argue that these are critical to supporting teacher professional learning for inclusive practice.


VJ Kumar: Zero State of mind- Food for teachers for their professional development
Partap College of Education; University Ludhiana, India

Focus: The present study focuses on the zero state of mind of teachers during their pre-active stage. More specifically, it examines: (a) how teachers can give their best from one session of teaching to the next session; (b) how they can recall the things they have in their minds to teach in the class and to handle the situation in a better manner during their in active session; (c) how this can enhance their professional development.

Key Findings: Very positive results were found in those who participated in the experiment during the study. They became more efficient and the outcomes were as remarkable. The teachers also reported that their mental health was improved, that less fatigue was noticed, and that their morale was rather high.

Significance: The present study is very helpful to teachers’ well being and is very useful for the complex nature of the education in the modern era. The future needs of the education system will be supported by this kind of ‘food’

Dr. Elizabeth Walton, Prof. Suzanne Carrington, Chris Edwards, Dr. Beth Saggers: What matters in communities of learning for inclusive teaching?: A cross-case analysis
Nottingham, England, Queensland University of Technology, Australia

Focus: Learning as social practice (Lave and Wenger 1991) informed the design of learning communities in Australia and South Africa to build capacity for pedagogical responsiveness to diverse students. This paper answers ‘What matters?’ in these learning communities.

Research approach: This is a multicase study (Stake 2006) involving a cross-case analysis of three learning communities. Our analysis was informed by a complexity model of teacher learning (Opfer and Pedder, 2011).

Key findings: Context matters: Staff profiles, leadership, resources, exigencies in the wider community/education system create conditions that impact learning communities. Expertise matters: External knowledge supports learning, and challenges the status quo. Internal knowledge acknowledges the value of local knowledge and experience. Community matters: Achieving a shared goal of inclusive teaching requires supportive networks and the development of mutual trust and accountability.

Significance: For those involved in designing, implementing and sustaining learning communities for inclusive teaching, knowing what matters is vital.
Prof. Rachel Lofthouse: *Unique places, universal professional challenges; learning from Western Quebec mentoring, coaching and induction practice.*

Carnegie School of Education, Leeds Beckett University, England

*Focus:* This roundtable will provide initial insights from a study visit to the Western Quebec School Board. The WQSB is comprised of urban and rural schools and has a unique composition of student population in terms of language and culture. There has been a problem with teacher attrition, which is being addressed by the implementation of WQSB’s Teacher Induction Program (TIP).

*Research approach:* TIP aims to retain effective teachers new to the district; to provide leadership and professional growth opportunities for veteran staff; and to improve teaching and learning. During the study visit the aims of TIP will be explored through engagement with participants and providers, during which narratives will be collected.

*Significance:* TIP has three pillars: Professional Learning; the Mentoring and Coaching Fellowship and Evaluation. Our discussion will relate initial findings from Western Quebec with approaches to universal challenges of teacher retention and quality in the UK and beyond.


Dr. Shivaun O’Brien, Dr. Martin Brown, Prof. Gerry McNamara, Prof. Joe O’Hara, Mr. Craig Skerritt: *A pragmatic model of professional development for school self-evaluation*

Centre for Evaluation, Quality and Inspection, Dublin City University, Institute of Education, Dublin

*Focus:* School self-evaluation (SSE) has become a common approach to school improvement in many jurisdictions. Despite the provision of supports, research continues to highlight a wide range of implementation issues. While professional development (PD) is frequently cited as a solution, there is a dearth of research on models of PD which may be effective.

*Approach:* This action research project explores the implementation of a pragmatic model of PD; named as such as it attempts to be purposeful, practical, realistic, applied and efficient. The intervention was entitled “Let’s help you to lead SSE in your school” and involved 16 Irish post-primary schools over a two year period.

*Findings:* The findings outline features of the intervention which supported teachers’ ability to lead SSE in their schools such as ‘just in time support” and collaborative learning as well as its limitations.

*Significance:* Implications for PD to support teachers in leading school improvement processes.


Prof. Linda Evans: Crossing borders and extending spaces. Discussing the nature and basis of professional development in semi-social environments

University of Manchester, England

Focus: Do place and space influence professional development? This paper will draw upon selected findings from Linda’s multiple studies of working life in education contexts (in both the compulsory and higher education sectors) to address this question.

Findings and Significance: Evidence of the conduciveness of semi-social spaces and interactions to fostering what is known as ‘implicit’ professional learning or development (Reber, 1989; Marsick & Watkins, 1990; Brücknerová & Novotný, 2017) is established, and the reasons why such environments are potentially fertile professional learning and development grounds are discussed.


Lesley Whelan Jacqueline Morley: Scotland National Strategy: to support and develop professional capacity through professional Learning mode for Education professionals

Education Scotland, General Teaching Council Scotland

Focus: The Scottish Government’s Next Steps publication sets out the policy direction for professional learning and leadership across Scottish. Through the Strategic Board for Teacher Education they established the need to refresh and enhance national guidance on professional learning to bring a more streamlined and coherent approach. Education Scotland was established as the strategic lead for professional learning and the National Professional Learning Model has been designed to enable this. The Model identifies the key principles and features of effective professional learning that build professional capacity and promote collaborative practices. It outlines the kind of learning that will best serve Education professionals in Scotland to empower and enable them to meet the needs of learners.

Significance: This session will explore the strategic support for professional learning in Scotland along with the principles and process of creation of the Professional Learning Model as a meaningful tool to support, discuss, plan and shape professional learning.


Dr. Fayyaz Ahmad Faize, Dr. Muhammad Arshad Dahar: *Exploring the Use of Scientific Argumentation with School Students in an Online Learning Platform*

Humanities Department, COMSATS Institute of Information Technology, Islamabad/ Division of Continuing Education, Home Economics and Women Development, Per Mehr Ali Shah Arid Agriculture University, Rawalpindi, Pakistan

*Focus:* Learning and instruction processes in Pakistan are still teacher-centred (Faize, 2011) with little focus on students’ participation and discourse. On the other hand, developing argumentation skills in students is considered a key aim of science education in the West (Osborne, 2010). This is supplemented by the use of electronic devices and web blogs for making learning interactive and interesting (Kathpalia & See, 2016). This research was conducted to involve science students in an online learning platform while discussing socio-scientific issues using scientific argumentation.

*Research approach/innovation:* Due to resource and time constraints, we selected one class of 47 grade X science students from a private school in Islamabad. These students were involved in online interaction using the computer lab of the school for four weeks. The student’s online argumentation reports were collected and analyzed for quality and progression in argumentation skills.

*Key findings:* The researchers found students learnt the argumentation skills using the web blog. There was a gradual improvement in the quality of arguments with time.

*Significance:* Results support using online learning in schools and scientific argumentation in improving the learning process. The study highlights the need for training prospective teachers in using online web tools for making learning interesting and student-centered.


Dr. Miranda Timmermans, Dr. Elizabeth White: *Using stories to cross borders to deepen the learning of teacher educators in school – university partnerships.*

University of Hertfordshire, England; Avans University, Netherlands

*Focus:* Contemporary partnerships in teacher education are increasingly complex, leading to diversification of teacher educators’ roles. Research on the professional development of university-based teacher educators in different countries has identified a range of issues and activities in general, but less is known about the professional development of teacher educators in the context of school-university partnerships.
**Research Approach:** For this research teacher educators in England and the Netherlands provided narratives about challenges they encounter within their partnerships. The narratives were analysed on what dilemmas teacher educators identify and how they cope with these dilemmas in their practice.

**Significance:** Preliminary results suggest that dilemmas are experienced in assessment of student teachers, using the authentic situations for student learning, supporting teacher educators within the partnership and communication. The results also reveal that informal learning is a powerful way of coping with challenges faced by school- and university-based teacher educators. These findings may help us to understand ways to support teacher educators to cross borders more seamlessly.


**Dr. Linda Devlin, Pauline Smith: Co-creation of the Continuing Professional Development (CPD) Pathway through ‘cross border’ collaboration in the West Midlands**

Institute of Education, Faculty of Education health and Wellbeing, University of Wolverhampton, England/ Education Consultant

**Focus:** The West Midlands, Continuing Professional Development (CPD) network has been in existence for over 20 years supporting CPD leaders, who increasingly work across the borders of the Education profession. This has been achieved in a number of ways, most recently through the development of the CPD Pathway.

**Research approach/innovation:** A CPD Pathway has been co-created by network members to encourage and promote a shared understanding of the purpose of the Standard for teachers' professional development (DfE, 2016). The qualitative evidence presented includes documentary sources, evaluative feedback from ‘Pathway’ users, and interviews with five members of the project team relating to the piloting and ongoing use of the ‘Pathway’.

**Key Findings:** A rich patchwork of leadership activity is evident indicating that CPD leaders use the ‘Pathway’ to prioritise, design and maximise the impact of professional learning on student learning.

**Significance:** This evidence forms the basis of guidance formulated for CPD leaders by the network.


**Dr. Sue Soan, Gayle Le Moine: Multi-professional learning to enhance Working Together in real world scenarios**

Canterbury Christ Church University, Faculty of Health and Wellbeing, Faculty of Education, England

**Focus:** This paper explores the experiences of academic staff in one university trying to implement a multi-professional approach to learning and teaching within professional undergraduate and postgraduate education programmes across faculties. Students’ experiences and opportunities to understand the roles and responsibilities of other professions are investigated.

**Research Approach:** Using a Critical Realist approach, and in particular Bhasker’s (2008, 46-47) conceptualisation, members of ACT (Action for Collaborative Transformation) describe their experiences of attempts to cross structural / organisational boundaries within this specific HEI environment to develop programmes which mirror practice.
Findings: Academic staff expressed their value of opportunities to work collaboratively and any new learning gained from such working practices. Barriers due to bureaucratic systems and processes, hinder progress, as do issues related to power and financial constraints.

Significance: Whilst the value of multi-professional working is widely accepted, impenetrable barriers to innovative working across silos remain in place.


Owen Carter, Gary Handforth, Prof. Rachel Lofthouse: Reimagining staff appraisal: trialling a collaborative approach to school-based professional learning

Co-Founder & Managing Director, ImpactEd, Executive Principal & Director of Education, Bright Futures Educational Trust, Leeds Beckett University, England

Focus: Traditional approaches to appraisal in schools often rely on 1:1 meetings, with staff objectives worked on in isolation from the wider school community. Here we discuss a model for collaborative professional learning, which encourages mutual rather than hierarchical accountability for professional development through the appraisal process.

Research approach/innovation: A co-produced project between ImpactEd, Bright Futures Educational Trust and Leeds Beckett University, the research focused on trialling a collaborative coaching model for appraisal of support staff, involving over 100 Key Workers, Lunchtime Organisers and Teaching Assistants across 3 primary schools. A qualitative analysis combined semi-structured interviews, observations and professional reflection, alongside quantitative analysis of validated questionnaires relating to sense of community and related psychological traits.

Key findings and significance: Early evaluation results indicate emerging impact on support staff's professional agency and collaboration across disparate roles. These findings may have widespread application for how appraisal is conceived across the school system and for practice-based professional learning more generally.


Mairi Lawrie: An exploration into how to provide rich Mathematical experiences in a play-based setting

University of Edinburgh, Scotland

Focus: The recently published Play Strategy (Scottish Government, 2013) stresses the importance of the early years in setting the pattern for children's future development. Taking this into account, alongside the increasing recognition of play and its benefits on children's social, emotional and cognitive development and the increasing 'attainment gap' in Mathematics in Scotland, this paper seeks to explore how to provide mathematically rich experiences in a play-based setting.

Research Approach/Innovation: This paper is a critical analysis which uses Askew's(2016) proposed model of the 'Teaching Tripod', suggested to be effective in creating a community of mathematicians, as a framework to examine how 'talk' and 'tools' can be used effectively to create mathematically rich experiences for children in play-based settings.

Key findings/ significance: The preliminary conclusion can be drawn that engagement with 'open ended' resources can allow the development of a whole plethora of mathematical skills beyond basic number sense and that these learning experiences can be further enhanced by a dialogic teacher - pupil discourse which should be carefully facilitated by the educator.


Vikki Robertson: *Border crossings in professional learning: Professional Update as policy into practice across Scotland’s schools and colleges*

Senior Education Officer (FE and professional learning), Scotland

*Focus:* This workshop will discuss Professional Update a policy for career long professional learning for teachers which emerged from the recommendations in Teaching Scotland’s Future, 2011. Professional Update requires teachers to self-evaluate using the Professional Standards and Professional Update has been accepted in Scotland’s colleges as a model of high quality professional learning for lecturers. Two thirds of Scotland's regional colleges have been validated for Professional Update. The remaining colleges are in the process.

The session will cover:
- Why have colleges in Scotland embraced Professional Update when it was a policy designed for school teachers?
- Partnerships, opportunities and the 15-24 Learner Journey Review
- Border crossings through the Professional Standards

professional Update [http://www.gtc.org.uk/professional-update/professional-update.aspx](http://www.gtc.org.uk/professional-update/professional-update.aspx)


Louise Lambert: *Beyond the myths: mapping new cartographies in becoming teacher*

Birmingham City University, England

*Focus:* This paper explores the ways in which ‘identities’ of teachers, particularly those in liminal spaces such as new and early career teachers, are mythologised and made precarious by ideological policy discourses within contemporary educational landscapes.

*Research approach:* Using post-structural theories to problematise the discursive structures of resilience, and ‘progress’ so prevalent in contemporary education’s ‘turn to character’ (Gill and Osgood, 2018:1), I look to map other possibilities for *becoming* teacher within complexity and multiplicity. Through the use of creative and intra-active new materialist methodologies (Barad, 2007), my research asks what alternative knowledges are available about the experience of becoming teacher when educational practitioners practice identity work as a process of connectability, affect and entanglement (Haraway, 2016). What might such approaches offer new teachers in developing sustainable professional identities?

*Key findings/ significance:* This paper contributes to discussions about the potential of creative and new materialist methodologies within teacher education for re-imagining practitioner identities and creating generative spaces for teacher learning and development.


Ellen van Hoek: *Team players: An evaluation research study of the project ‘Co-teaching in Arts Education in Primary Education*
Research Group Arts Education Amsterdam University of the Arts

*Focus:* Teacher trainers of two distinctive teachers’ training courses, in arts education (Amsterdam University of the Arts) and in primary education (Amsterdam University of Applied Sciences,) collaborated on the design of a module based on 4CO-teaching. In this module both student teachers in primary educations and in arts education were taught how to design and execute arts lessons for primary education as a duo.

*Research approach:* An evaluation research study that explored the design and execution of the project from the perspective of both the teacher trainers and students of the two different universities.

*Key findings:* From the point of view of boundary crossing student teachers describe learning processes of identification: gaining insights into how different practices distinguish themselves (complementary) and processes of reflection: definition and exchange of perspectives from different practices.

*Significance:* The findings are relevant for educational institutes as well as future specialist arts teachers and primary school teachers who will (have to) implement co-teaching in arts education.


Holly Heshmati, Sue Johnston-Wilder, Dr. Deborah Outhwaite: *Developing Teachers’ Resilience Using Growth Zone*

University of Warwick, England

*Focus:* This paper reports on action research aimed at developing the resilience of teachers. Relationships between teachers’ resilience and teachers’ retention has been well established. However, less is known about practical strategies to strengthen resilience of pre-service teachers.

*Research approach/Innovation:* Resilience is known to be the outcome of the dynamic interaction between risk and protective factors in a process involving individuals and communities. This action research focused on developing resilience amongst 25 Mathematics pre-service teachers attending an initial teacher training provider. There are three factors taken to influence resilience: value, struggle and growth mindset. For 2 months, various approaches were explored through addressing the three aforementioned factors, including introducing the ‘growth zone model’ and relaxation responses to stress. Data was collected by questionnaires and interviews.

*Key findings and significance:* The results confirmed that teachers’ collaboration, their newly developed relaxation response and mentors’ use of growth zone model improved the teachers’ resilience along with their experiences of positive physiological reactions.


David Collins, Stuart Mitchell, Louise McKnight, Juliette Gaunt, Joanne Thomas, Rebecca Snape, Amanda French, Bally Kaur, Clair Meares, Andrew Walsh, Kate Thomas and Geof Hill: *Research Journeys that embrace creativity*
Birmingham City University, England

Focus: The practice at the heart of this installation is research dissemination which, while an academic practice in its own right, also forms part of the research cycle, as research only comes into being with dissemination.

Research approach/innovation: The co-creators/researchers/constructors of this installation have created it in a spirit of practice-led inquiry (Gray, 1996) in that they have collaboratively been exploring their independent pathways towards embracing creative research and performative modes of research dissemination. From the perspective of practice-led inquiry, we acknowledge that every practice has history and that each practitioner brings to their practice their own history or provenance with the practice (Hill and Lloyd, 2018). In both research and research dissemination discourses the practices can be framed and problematized around issues of interpretation – both individual and social- and discourses about subjectivity and objectivity.

Key findings and significance: The installation celebrates these different individual pathways and brings them together to give substance to what it means to embrace a performative agenda (Haseman, 2006) in one’s research dissemination.


Lorna Shires: *Expert teaching: what matters to expert teachers?*
Oxford Brookes University, England

Focus on expert teachers’ understandings of their own practice.

Research Approach: Using Activity theory and participant observation the study explores the relational expertise, relational agency and use of common knowledge, task design and pedagogy as decision making of and by expert teachers as nested case studies within the case study of one multi-academy trust (MAT). The study looks at pedagogy as operating at the intersecting sites of teaching and learning working with the agency of pupils and within the socio-cultural context of the school, Ofsted and education policy.

Significance of the study links to the development and use of theoretical models as heuristics to develop theories of practice, which inform professional learning frameworks for teachers as practising pedagogues.


Nathan Douglas: *Using the force to bind the galaxy together: the place of researcher identity in qualitative educational research*
Birmingham City University, England
Focus: Through a range of photographic metaphors, I use 'Star Wars' as an explorative analogy to investigate the place of researcher identity in qualitative educational research.

Research Approach/Innovation: Many of the characters from the 'Star Wars' saga encapsulate and personify key arguments I am presenting so it makes for a good context on which to 'hook' these ideas about power, bias and validity measures within observations and walking interviews.

Key findings and significance: It is my contention that with unambiguous and clear design and methodology, where the researcher thoroughly and reflexively interrogates their identities, then these researcher identities - with their links to biases and power relations - cannot and should not be marginalised; instead, they can and should be central to the research process.

Dr. Eimear Holland, Dr. Fiona King: Supporting the Application & Cascadence of Professional Learning: A Teacher Inquiry Based 'Leadership for Inclusion Community of Practice'

Dublin City University, Ireland

Focus: Teachers are increasingly expected to develop as leaders for inclusion (NCSE, 2017). However, the application and cascadance of learning can be professionally challenging (Chevalier and Buckles, 2013). This study sought to explore if and to what degree teachers could apply and cascade their learning back at school.

Research approach: 6 teachers engaged in a ‘participatory action learning action research’ (uber-Skerrit and Passfield, 2016) ‘leadership for inclusion’ community of practice (Lin-CoP), attending three workshops focused upon achieving the above aims. Workshops and associated artefacts were recorded and were analysed using constant comparison of categories and codes.

Key findings and significance: Participants identified that relationships, school structures and school cultures posed a challenge to their engagement. Analysis found that the development of the CoP dimensions: domain, practice and community were central to developing a language of critique and possibility (Shotter and Gustavsen, 1999), both of which were significant for preventing ‘washout’ (Zeichner, 1987).


Martin Brown, Paddy Shevlin, Gerry McNamara, Joe O’Hara, Shivaun O’Brien, Chris Donnelly and Craig Skerritt: From orthodoxy to reality – Investigating the conditions necessary for professional learning networks - Lessons from Northern Ireland

EQI, the School of Policy and Practice, DCU Institute of Education, Ireland

Focus: The focus of this research is to describe an evaluation of the conditions necessary for effective and sustainable professional learning networks that formed part of an ongoing action research model for Professional Learning Networks in Northern Ireland.

Research approach/innovation
Using Social network theory as the theoretical lens for the study, data collection consisted of an electronic survey that was administered to school leaders (n=80) that formed part of five professional learning networks throughout Northern Ireland. This was followed by a series of one-hour semi-structured interviews with a purposeful sample of 25 school leaders that spanned the network. Quantitative data sets were analysed using parametric and non-parametric statistical techniques, and interview data were analysed using Miles and Huberman's component of data analysis technique. Finally, data sets were converged to form an overall interpretation of the study.

Key findings: Consistent with previous research studies, findings suggest that, while there are many benefits to being part of a Professional Learning Network such as collaborative learning and the potential for joint action research initiatives between local schools. On the other hand, participants were also of the view that there are many issues concerning the quality of Professional Learning Networks that need to be addressed. These issues included, but were not limited to, the provision of facilitated supports to moderate the competitive nature of members in a network as well as the provision of loosely bound indicators to ascertain the overall impact of the network on professional learning.

Significance: Formal and informal professional learning networks are consistently promoted as the new orthodoxy for school improvement. However, in the absence of loosely bound quality indicators to ascertain the quality of professional learning, it would be reasonable to suggest that the overall longevity, value and membership of the network, is diminished until at least another government mandated policy and initiative is introduced.

Prof. Hazel Bryan, Prof. Ken Jones, Prof. Alex Kendall: Quiz the editor: Writing for IPDA publications and applying for IPDA Scholarships

IPDA Journals’ Editors

IPDA journals prize themselves on an open, friendly and pedagogical approach to academic publishing, a process which can so often be fraught with tension, challenges and unknowns. In this session we share an ‘insider’s perspective’ on submission, peer review and selection processes and invite participants to ‘quiz the editor’. The session also provides an opportunity to find out more about the IPDA research project scholarship scheme and to begin to explore ideas for submission.

Sinéad Nic Aindriú, Prof. Pádraig Ó Duibhir, Dr. Joe Travers: Special educational needs professional development in immersion education
Institute of Education, Dublin City University, Republic of Ireland

Focus: This presentation will evaluate the professional development needs of teachers in Irish immersion education programmes to enable them meet the needs of pupils with special educational needs (SEN) through a second language.

Research Approach: Mixed methods approach:
- Stage one: Quantitative survey (random stratified sample of 20%, n=29)
- Stage two: Case study research in 4 schools on pupils with autism spectrum disorder (ASD), specific speech and language disorders (SSLD), and dyslexia. These case studies included 11 pupils (4 ASD, 4 Dyslexia, 3 SSLD), 11 teachers, 4 principals, 4 special education teachers, 1 special needs assistant, and 9 parents.

Key Findings and Significance: A paucity of research exists in relation to pupils with SEN in immersion education programmes internationally. This study is the first (known) of it's kind in Irish immersion education and has assessed the additional supports required by pupils with SEN in these schools. This is significant as the results will inform future policy development as the research has been funded by a public body. The findings show that teachers in IM immersion programmes like immersion teachers internationally need additional professional development in the areas of assessment (Hambly & Fombonne, 2013; Paradis et al., 2011; Stow & Dodd, 2005), teaching resources, language interventions (Speech Pathology Australia, 2009; Kohnert, 2010), and education/teacher training.


**Dr. Jean Pierre Elonga Mboyo: Notions of ‘experience’ in a high performing primary school: implications for practice development**

Teesside University, England

*Focus:* one of the pervasive and taken-for-grANTED concepts in professional practice called ‘experience’ that we arguably all seek, enable others to develop, use to make the case for hiring or firing employees with potential implications on the performance of the organisation. Yet, it remains one of the most under-researched fields of study.

*Approach:* a literature-based prism of ‘experience in retrospect and in prospect’ within an overall Nuanced Critical Realist social theory approach. These theoretical apertures and frameworks inform the analysis of case study data from a high performing primary school (Rising Star -RS) in a low performing local authority in the North of England,

*Findings:* ‘Experience’ can be understood and applied differently. In the case of RS, outstanding pupils’ outcomes can be linked to a matrix that combines both experience in prospect and in retrospect. This combination is represented by a ‘RS retrospection and prospection wheel’ made up of four core spokes (individual, collective, spatio-temporality and consequences) that are unified by a four-pronged disk/hub that arguably set RS as a ‘collective auctor’ onto a counter-performativity trajectory of its own. This study adds new insights to interview, induction and professional development processes with the potential to impact on students’ outcomes.


Enow, L & Goodwyn, A. (2018). The invisible plan: how English teachers develop their expertise and the special place of adapting the skills of lesson planning, *English in Education*, 52(2), 120-134