International Professional Development Association

IPDA 2019

Keynotes and Abstracts

Keynotes

Professor Kate Pahl, Manchester Metropolitan University

Crossing the borders of university and community partnerships: Arts practice and the opening up of a potential space for co-production

In many community/university projects knowledge is assumed to lie within the universities. However, communities hold knowledge, which is often presented in embodied, experiential and artistic forms. In this keynote I describe the process of working with communities and explore the potential of arts-informed approaches to co-produced research. I draw on several ESRC/AHRC funded projects including, 'Imagine' which was concerned with exploring the cultural context of civic engagement, 'Taking Yourself Seriously' which was about the relationship between the arts and social cohesion and 'Feeling Odd in the World of Education' which is about how children can be supported to feel different in the world. I consider how arts practice sits within these projects and the ways in which the arts and specific forms within the arts (e.g. zine making, poetry and film) support listening to what is on the ground. I then argue for the importance of this kind of work for community/university partnerships and the need to draw on alternative knowledge production practices when working equitably with communities.

Kate Pahl is Professor of Arts and Literacy at Manchester Metropolitan University and the author of Campbell, E. Pahl, K. Pente, E. and Rasool, Z. (2018) *Re-Imagining Contested Communities: Rethinking Rotherham Through Research.* Bristol: Policy Press.

Dr Cath Lambert, University of Warwick

'Going Forward' by 'Feeling Backward': making negativity a core professional value

Across our contemporary professional contexts, we are to greater or lesser degrees impelled by a future-oriented neoliberal momentum. This manifests in (amongst other things), demands for higher measurable performances and outputs, greater flexibility in our working practices, enhanced financial efficiency and individualised accountability. There is widespread recognition that these demands result in stress and anxiety, poor mental and physical health and an erosion of values and practices that run counter to neoliberal imperatives. In this paper, I explore possibilities for developing radically different ways of knowing and being 'professional', drawing on tropes of negativity as developed within Queer Theory. I argue that negativity can be a generative force for (much needed) change.

Bio
Cath Lambert is Associate Professor of Sociology at the University of Warwick where she teaches and researches on critical pedagogies, gender and sexuality, creative methodologies, and families. Her research often involves collaborations with creative practitioners. Her book *The Live Art of Sociology* was published by Routledge in 2018.

Conference Strand: Creative professional Learning
Types of paper: workshop (1 hour)
No 37
Title: Developing Creative Habits of mind
Author(s): Nia Richards, Sophie Hadaway

Abstract
With a new curriculum on the horizon in Wales, the teaching profession will need to ensure it has the capacity, resilience and pedagogical understanding to engage with a range of teaching and learning strategies (Donaldson, 2015). School leaders responsible for continued professional development will be required to abandon the status quo in order to support teachers to become more creative in their practice; to explore, adapt, take risks, collaborate and innovate (Furlong et al, 2015).

The Lead Creative schools scheme is a jointly funded programme by the Arts Council of Wales and Welsh Government. This pioneering initiative made Wales the first country in the world to embed a creative learning programme, which has worked with over 500 schools and trained over 900 teachers and school leaders to date. The training begins with two days out of the classroom to introduce teachers to the principles of the programme before they continue with their learning in school, alongside a creative practitioner over a number of weeks. At the core of the scheme is the belief that creativity is a habit of mind which extends beyond the arts and leads to a wider ability to question, make connections and take an innovative approach to problem solving. The five creative habits of mind originate from the work of Guy Claxton, Bill Lucas and Ellen Spencer of the Centre for Real World Learning at Winchester University (2013). This session will discuss the habits and share how they have been used in schools in Wales to foster creativity in the context of professional learning.

This proposed alternative format session will initially begin with a short presentation to outline the background of the scheme. The session will then develop into an interactive workshop which aims to model the creative learning activities employed when training teachers and practitioners to work on the Lead Creative Schools programme. The initial activity will allow the audience to reflect and challenge their assumptions regarding creativity and how it is defined in a professional learning setting.

The audience will subsequently explore the five creative habits of mind by mapping their level of creativity on a large-scale web on the floor. The visual impact of the completed web will lead to pair and group discussion regarding the effectiveness and the limitations of the habits as a framework for creativity and how it can be used to support professional learning and development.

A final discussion will draw the session to a close by presenting the case for nurturing creativity through the five habits amongst teachers, by sharing our emerging findings from the programme. Creativity requires work and effort to develop in the same way as any other skill therefore, by setting intentions (Csikszentmihalyi, 1997) to be collaborative, inquisitive, persistent, disciplined and imaginative; it becomes a habit which can lead to new ways of working. Equally, the creative habits offer a lens with which professionals are able to reflect upon and self-evaluate their learning and progress. However, this discussion will also draw together the challenges of this theory-practice approach in relation to external demands and pressures, in addition to wider complexity issues.

References

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Lucas, B., Claxton, G. and Spencer, E. (2013), Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments. OECD Education, Working Papers, No. 86, OECD Publishing

Conference Strand: Researching Creatively
Type of paper: workshop - 1 hour
Workshop
No 52
Title: Case-Making - a creative approach to developing student voice, agency and professional learning in Higher Education
Author(s): Emmajane Milton and Dr Alex Morgan - Cardiff University

Abstract

This workshop will focus on how case-making (Shulman, 2004) has be used as a creative approach to developing rich narratives focused on student experience in Higher Education. This approach aimed to elicit and document a detailed understanding of student experience and to explore how it might be used to inform and guide professional learning. We also consider its wider value in supporting work of this nature across different disciplines and professional contexts in a way that is scalable and manageable. We ask key questions about what it means to work in this way and what underpinning values and understandings need to exist as prerequisites to working in this way.

Session overview:
This project draws on Shulman's (2004) case-making process as a creative approach to student voice that supports individuals in undertaking a deep articulation of their experience. This structured active learning process enabled students to make sense of their experiences over-time through critical reflection and dialogue. The cases across a range of disciplines and contexts enabled:
1) students to deeply and critically consider their learning experiences in a collaborative context

2) learning for staff about how these experiences were being received

3) the conditions necessary for students and staff to collaborate creatively in professional learning to effect change in practice

Therefore, this process frames student voice as a tool that allows all learners (students and staff), collectively and individually, to understand their experiences and consider the most effective and beneficial ways to respond.

The data presented such as video clips, written cases, student posters are all from a successfully completed research project funded by the Centre for Educational Innovation at Cardiff University 2017-2018. The approach has now moved across disciplines to Pharmacy and has been found to be valid and valuable in this alternative educational context, consideration has also been given as to how it might be possible to use this approach more routinely with students and as part of their learning. It therefore aligns most closely with the conference sub strand - researching creatively across disciplines and settings. In addition, the potentially disruptive nature of this approach has clear features of:

- challenging orthodoxies and taking risks: new imaginings in teachers professional learning and
- creative professional learning and development

Across disciplines it has the potential to:

- Include and meet the needs of 'hard to reach' groups of students who might not get the opportunity or feel comfortable engaging thorough more traditional means.

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- Be inclusive by design because it can aid the development of new and adapted practices that focus directly on learner needs, the outcomes of which can support the transition and retention of students as they move through their initial period in University.

Reach and impact:

This workshop will illustrate how the clearly structured case-making approach can help academic departments or schools to move beyond the more tokenistic approaches commonly used to elicit 'student voice' such as questionnaires or staff-student committees and to engage students in an active learning process which elicits shared understanding about a range of key features of their experience such as assessment and feedback.

It will highlight the possibilities of using the artefacts produced from case-making as valuable resources for professional learning and decision making related to student experience in academic institutions.

Structure and Session format:

The intended audience of this workshop could be any professional with an interest in genuinely 'listening to their learners'.

Introduction and context setting (20mins)

This will outline the context for the activity undertaken in Cardiff University's School of Social Sciences and its applicability to other disciplines (Pharmacy Education) and broader educational contexts (schools). It will address the question 'Why bother about student voice and engagement - what is the point?'

Moving beyond tokenistic to student voice

Exploring the case making approach (40mins)

We will introduce and outline the aims of the case-making approach, including challenges and benefits and share data collected (videos and written cases). This will be an interactive session exploring artefacts. Each group will be supported with resources.

Sharing space and plenary (30mins)

This will be an opportunity for participants to synthesise and share key findings across all groups and look at applicability and transferability into a broad range of contexts and situations. This will be supports with key question scaffolds which include a focus on the following:

- Could this approach be useful and of value in your context?

- Do you feel the necessary values and understandings exist to successfully implement the approach?

- What might be the challenges and issues around working in this way?

- What would you be looking to achieve in adopting this approach?

References:

Shulman (2004) Just in Case: reflections on learning from experience, in Wilson, S.M.(Ed.), The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach, Jossey-Bass, San Francisco.

Conference Strand: Challenging Orthodoxies

Type of paper: Individual paper (30 minutes)
No 10
Title: Kill not to creativity but to constraints......to save the human ecology
Author(s): Vijay Kumar and Dr. Sachit Vardhan

Abstract

You are not fit for our elite educational institute, Mr. K, Is this the way to teach..... and you are telling me these can improve the earning ability of the children........ you and your creativity!

The present study reflects the shadow on the dark side of the organisational norms which ask teacher to climb up on the top of the cliff with your students with chained feet and to follow the lines marked by the society, organisation and other government constraints. The present study finds the results that the educational authorities are responsible for killing the creativity of the teacher who wants to cross the line drawn in the system to let the students also learn and grow into the creativity but the system does not all ow them. We want PhD degree holders to teach what the system wants but not the dedicated teachers who may be good artist with creative and innovative ideas to teacher in a better and effective manner to boost the inherited or gifted talent every child have.

The aim of the present study is to find whether present system of education is fit for the future needs, whether creativity of the teacher is promoted or being killed by the norms of the organisation and whether parents are ready to let their children grow into the creativity.

Findings: The teachers are bounded by the norms of the organisation. The parents want their child to be creative but do not want them to be good creators they just want to see them on top ranks in the society.

Key words: Creativity, Kills, Norms, Authorities,

Conference Strand: Challenging Orthodoxies
Type of paper: Individual paper
No 60
Title: A study of the social organisation of knowledge in a Conductive Education Centre in Birmingham
Author(s): Dr. Carolyn Blackburn Birmingham City University

Abstract

Conductive Education CE is a means of 'bringing together' and involves a unified, integrated approach to educating children with disabilities to maximise the effects of teaching and learning. Conductive pedagogues ('conductors') are educators trained and socialised to work according to this holistic philosophy. This paper reports on a study that explored the interprofessional working practices in a Conductive Education Centre in Birmingham with children and families, and the way in which they are coordinated through texts and discourses of various sorts in the daily professional lives of Conductors. The study draws on Institutional Ethnography (IE) as a way to think otherwise about methodology and research creatively across disciplines.

IE is method that is used for inquiry and discovery about the way in which things are put together and how they work in order to establish the actualities of people's everyday lives (Smith, 2006). It offers a theorised approach to reflecting critically on what one knows from that embodied place in the world (Campbell and Gregor, 2008). The focus is not upon the subjective experiences of individuals, but on the way in which organisational processes and structures, texts such as policies and contracts, job descriptions and curricula serve to organise the social relationships within the organisation, privileging some knowledge whilst at the same time diminishing or undermining others. The paper will highlight the 'relations of ruling' that shape local experiences. The empirical linkages in the everyday life, organisation and translocal processes of administration and Governance within the centre will emerge. These linkages will reveal the complex field of co-ordination and control that influence Conductors' working lives.

The findings of the study suggest that Conductors demonstrate resilience in their work with other disciplines to foreground children's strengths and competencies, challenging orthodoxies of (dis)ability and deficit. The paper will highlight connections between curriculum development and professional learning with children and families.

References:

Campbell, M and Gregor, F. (2008) Mapping social relations: A Primer in Doing Institutional Ethnography Toronto: Higher Education University of Toronto Press Inc.

Smith, E. (2006) Institutional Ethnography as Practice Maryland: Rowman & Littlefield Publishers"

Conference Strand: Thinking otherwise
Type of paper: Workshop – 1 Hour
No 23
Title: Living Theory research: enhancing the quality and effectiveness of Professional Development and learning of Educational-Practitioners working across ages, stages and contexts.
Author(s): Dr Marie Huxtable Prof. Jack Whitehead

Abstract

"Education is more than just schooling or training. Education is a life-long values-laden process of learning", as Reiss and White (2003) succinctly put it:

• to lead a life that is personally flourishing, [and]

• to help others to do so, too.

Professional educational-practitioners, wherever they work, are more than 'craftworkers or executive technicians' (Winch, 2013) acquiring and applying knowledge; they are knowledge creators. As professionals they have a responsibility to research their practice to understand and improve it and contribute valid accounts of their values-based explanations of their educational influence in learning to a global educational knowledgebase, for us all to benefit from. Educational practitioners working in diverse fields of practice and cultural contexts do just that using Living Theory (Whitehead, 2018) as, it is a values-based, near-to-practice, educational research methodology.

Living Theory researchers research questions such as:

• 'How do I improve this process of education here and now?'

• 'What educational influence am I having in my own learning, the learning of other people, and the learning of the organisation or community that I am part of?'

• 'How do I fulfil my professional responsibility to create and contribute to a global educational knowledgebase for the benefit of all?'

They create valid, values-based explanations of their educational influence in learning. As they research they clarify their embodied life-enhancing values - give meaning and purpose to their and work, find ways to live those values more fully in practice and test the effectiveness of the changes they make. The valid accounts of their educational influence in learning that they create and make public, will be shown to further enhance their own learning and contribute to the learning of us all.

During the workshop participants will:

• Develop their understanding of Living Educational Theory research as a professional educational-practitioner.

• Begin to create their individual values-based explanations of their educational influence in learning, which can lead to producing accounts of their living-theories (Whitehead, 1989).

• Identify ways of getting and giving support for their research after the workshop.

• Identify ways that their Living Theory research accounts can contribute to the growth of a professional educational knowledgebase for the flourishing of humanity.

• Be introduced to Living Theory researchers working in diverse, and often challenging, global contexts. They will be drawn in through SKYPE where possible. Others will be presenced through their living-posters (currently accessible from http://www.actionresearch.net/writings/posters/homepage020617.pdf).

Participants will be expected to actively participate through a dialogical approach with the flow of activities being influenced by the needs and contributions of participants. We anticipate that participants will want:

• An introduction to Living Theory research and what constitutes an individual's living-educational-theory.

• A brief over-view of how Living Theory researchers have critically and creatively engaged with other forms of research, such as Action Research, Narrative Enquiry and Autoethnography and used their methodological inventiveness (Dadds & Hart, 2001) to create their own living-theory methodology in the course of their research.

• Practical activities that will enable them to begin their inquiries into their professional practice.

• To learn about some of the creative research methods that are being used. For instance, how to gather and analyse digital, visual data of practice to clarify and communicate their life-affirming ontological and relational values that give their professional practice meaning and purpose and they use as explanatory principles of educational influence and standards of judgment.

• To learn how to produce and make public multi-media valid explanations of educational influences in learning as contributions to professional knowledge.

• To know ways of sharing explanations of educational influence, which enables us all to learn from and with each other and contribute to a social movement for the flourishing of humanity.

• To make connections with support for their research beyond the workshop.

References

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Conference Strand: Creative professional learning and development
Type of paper: Individual Paper
 No 58
Title: Distancing when undertaking visual auto-ethnographical inquiry: three devices
Author(s): David Collins

Abstract

My EdD doctoral study seeks to explore how art-based pedagogies may empower social work practice education. My diverse methodology is a critically orientated Bricolage that involves art-based research, action research, and visual auto-ethnography. Focusing on the visual auto-ethnographical strand of my methodology, self-examination is integral to my inquiry as a means of contextualising social work practice and education in terms of social, cultural and political dynamics. It is also a means to appreciate the professional journeys of participants in my inquiry. My presentation will explore 'distancing', a process of estrangement, a means of exploring and analysing personally generated data. I have developed a number of devices to enhance distancing in my self-inquiry, particularly when the data is challenging because it is 'too close'. The first is a visual Johari Window (Luft and Harrington 1955), involving a series of self-portraits and collaged images related to my educational journey in life. The second is a suitcase containing a miniature art assemblage, which acts as a metaphor for my Bricolage methodology (Kincheloe 2004; Denzin and Lincoln 2011); and the different aspects of my identity as social worker/artist/educationalist. The last is a dramatic device inspired by the work of Dorothy Heathcote (Heathcote and Bolton 1995) involving the development of a fictitious character who presents my work and provides opportunities for transformative reflection. The presentation will draw parallels between Heathcote's ideas about distancing and those of a number of writers and dramatists, including the writer and literary theorist Victor Shklovsky (Shklovsky [1917] 1988) and the playwright and theatre practitioner Bertolt Brecht (Brecht [1936] 2001), counteracting the habitualness of perception and circumventing routine and automatic responses in practice. My presentation will showcase a blend of visual artefacts and a dramatic performance, and aims to show how visual art and drama can provide potent possibilities to critique and reappraise both doctoral work and practice education through a process of distancing. Links will also be drawn to highlight how such devices can be adapted to numerous practice situations.

References:
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Conference Strand: Creative professional learning and development
Type of paper: Individual Paper
No 33
Title: Agency and Accountability: the conflict of a free reign and performance
Author(s): Ed Podesta and Dr Leigh Hoath
Abstract

At Leeds Trinity University a Teacher-Led Research Group was established to support and facilitate teachers in undertaking small-scale professional research studies within their own settings. The project ran from September 2018-May 2019 culminating in a Poster presentation conference showcasing the work of the teachers. The teachers were given basic research methods training, and offered a free choice of the focus of their research. The only stipulation was around the need to work within ethics guidelines. The research was undertaken within different curriculum subject areas, across range of Primary, Secondary, State and Independent schools and yet the focus for each ultimately related to improving progress and attainment within their classroom.

Literature around teacher agency (Priestly, Biesta & Robinson (2015)), and policy enactment (Ball, Maguire and Braun (2011) analyses the impact of regimes of accountability, discourses of performativity in the education system, and personal, professional and institutional contexts. These shape, and to an extent determine teachers' emerging reactions to developments, policies, opportunities whether those come from inside or outside their institutions. One of the suggestions to emerge from the facilitators of the Teacher-Led Research Group is that despite being offered freedom of choice, teachers default to thinking about the need to demonstrate performance and meet the demands of accountability. Although agency is often perceived as something a teacher has, we suggest, with Priestly, Biesta & Robinson, that this conception of Agency is limited. Their analysis that teacher agency is an ecological entity, to be developed or restricted by the institutional, systemic, resource, and personal factors that provide the contexts in which teachers work, seems to be borne out by responses to the research group.

Since the 1980s, research or 'evidence' informed practice has being encouraged through a reforming narrative of technicist and instrumental professionalism. This encouragement has been picking up steam in the years since 1997 (Beck 2008) but has reached a peak since 2010, with grassroots movements such as ResearchEd and a growing policy focus on 'what works'. Given the highly variable and contextual nature of professional decision making that is teaching, the search for silver bullets, techniques that will 'work', anywhere is problematic (Biesta 2007)(Davis 2018).

Priestly, Biesta, and Robinson's ecological metaphor suggests that teachers need more than toolkit of techniques. However, recent reforms to the Ofsted inspection frameworks, which include key indicators of what good teaching and learning is composed of are shifting further towards notions in which teachers 'implement' the 'intent' of their leaders, or their school (Ofsted 2019). There is a question to be asked about what it will take to move the agency and sense of accountability of the teacher so they feel enabled to explore areas of practice beyond those which directly support attainment.

This paper explores the journey of seven Teacher Researchers in this informal group from embarking upon their research projects through to completion and dissemination, unpicking their perception of their agency, and the interwoven influencing factors in the choice and enactment of their project focus.

Conference Strand: Creative professional learning
Type of paper: Individual paper
No 20
Title: Creative Postgraduate Pedagogy for Personal and Professional Learning: Risks and Rewards
Author(s): Dr.Judy Durrant

Abstract

This paper reports on developments in pedagogy and methodology within postgraduate programmes, using pictures, metaphors and creative, dialogic approaches which originated in doctoral research. The thesis (Durrant, 2013) explored the role of teachers in school improvement through portraiture (Lawrence-Lightfoot and Hoffmann Davis, 1997). The use of elicitation tools within semi-structured interviews demonstrated how images and metaphors can open up discussion about practice, professionalism and identity. Teachers responded warmly, sometimes playfully, including inventing their own images and metaphors. Textual portraits were derived from the data, where Vermeer's portrait, 'Girl with a Pearl Earring', became a motif for capturing the 'essence' of the teacher, while school contexts were conceived as 'landscapes of change'. Analysis was curated in three 'galleries' offering parallel alternative 'viewings' of teachers' roles in school change.

These emerging ideas have since had significant influence on the author's pedagogy, working predominantly with part time postgraduate students employed in a variety of education settings. The exploration of creative methods and approaches in research encouraged risk taking in teaching and supervision. It prompted new confidence in supporting students' creativity - directing their own learning, challenging orthodox methodologies and sometimes pushing the boundaries of academic convention in the discipline.

Focusing particularly on leadership of a professional doctorate (EdD) module, 'Research: Self and Positioning', this paper draws on evidence from student evaluations, postgraduate assignments and reflective conversations, to consider learners' responses to creative pedagogic approaches. Personal reflection is unlocked, where collaboration and peer support can enable profound professional learning. Invitations into new methodological territory inspire students to approach the written assignment experimentally. Selected assignments illustrate students pursuing new directions: their reflexive commentaries offer insights into valuable explorations through writing and other media, with powerful outcomes for scholarly and professional learning, contributing fresh ways of thinking. Meanwhile, those less inclined to experiment have tested the extent to which this is an inclusive learning experience.

Implications for postgraduate programmes are considered, where practitioner learning, personal journeying and academic scholarship are intertwined, sometimes in unexpected ways. Using unusual, often intuitive pedagogic approaches with education practitioners reveals new perspectives on professionalism and identity for both tutor and students. However, pedagogy that exposes experiences, emotions and identities to reflexive investigation carries risks. Such learning does not always align with Higher Education expectations and structures. Empowering diverse voices requires openness to those voices, which might involve subjecting the learning experience to intense scrutiny and questioning assessment frameworks and formats. Enquiry can unearth practitioners' tacit understandings, laying bare values and views, perhaps prompting realisations and choices hitherto avoided. Nevertheless, such challenges should be embraced, as they are inherent in the richness of

the learning where pedagogic and methodological risks are taken. Shared within a postgraduate learning community, creativity and challenge gather additional momentum.

References

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Conference Strand: Creative professional learning
Type of paper: Individual Paper
No 27
Title: Simulation technologies: what do they have to offer a creative Initial Teacher Education curriculum?
Author(s): Kelly Wegener and Jordan Allers

Abstract

This paper argues that simulation technology can make a significant contribution to creative Initial Teacher Education (ITE) pedagogies, impacting on student teachers' decision-making and critical thinking skills. ITE is an area of radical policy-making and development in Wales, alongside significant curriculum reform and the development of its future teacher educators. A new breed of professionalism is advocated (Furlong, 2015) with innovation very much at the core. An aim is to develop the ability of young people to critically evaluate information, make connections, develop deep conceptual understanding and transfer knowledge and skills to new situations to solve complex problems. For Prensky (2010), this means harnessing their capacity for self-reflection using technology. In order to achieve this, educators themselves need to see students differently. Student teachers need to engage with technology that challenges and stimulates deeply reflective thinking as part of their professional preparation.

This research was conducted with undergraduate student teachers using the Hydra Minerva Simulation Centre in a Welsh University. Although there are approximately 85 Hydra Simulation Centres in use throughout the world, this work is unprecedented in the field of initial teacher education in Wales. The research is based on the creative adaptation of technologies designed for other professional learning contexts. Hydra Minerva, normally used for Police Sciences, presents students with a mixture of digital stimulus (video footage, pictures and written narrative) derived from real lessons involving real pupils.

Authentic scenarios exposed student teachers to relevant issues in a space that develops skills that we argue are transferable to the real world. Using the 'plenary room' and the 'situation pods', students critically reflected upon key Assessment for Learning (AfL) strategies whilst discussing and collaborating with their peers. Student teachers were grouped and placed in the simulation pods. Video footage was 'pushed' through to the screens within the pods and paused at relevant points. The participants responded to questions, recording their answers in a 'log'. At points throughout the session, they returned to the plenary room where the logs were displayed and decisions made were analysed collaboratively as a whole group.

A mainly interpretivist methodological approach was adopted to explore the impact of this simulation on participants' critical thinking and decision-making. Two cohorts of student teachers completed a mixed-methods questionnaire. Following analysis of the qualitative questionnaire data, semi-structured interviews were conducted to explore more deeply the key themes that were identified. The results indicate the ways in which simulation can foster detailed critical thinking in relation to AfL strategies and develop decision-making abilities. The conclusions suggest that ITE pedagogies are under-utilising simulation and there is a need for teacher educators to understand and harness the affordances of this technological adaptation from Police Sciences. It has potential to help student teachers experience a wide range of simulated scenarios that can contribute to their construction of critical knowledge and understanding of complex teaching practices.

References

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Conference Strand: Researching Creatively
Type of paper: Individual Paper
No 6
Title: Professional Learning from Creative, Collaborative, Community Research
Author(s): Mary-Rose Puttick and Bally Kaur

Abstract

We are two doctoral students from Birmingham City University who have been working with community research. Both research studies are set within the paradigm of the 'posts', utilising theory from postcolonial and new materialist feminist perspectives. In our respective community research fields, we maintain at the forefront of our critical thinking the need for a unity of theory and praxis, shaped by continued action and reflection (Ledwith, 2011).

Bally's research explores the experiences of women's educational encounters through space/place-making through walking interviews and photography in the neighbourhood of Aston.

Mary-Rose's research 'Reimagining family literacy: exploring the experiences of migrating mothers in two third sector spaces in Birmingham' set out to explore the potentials of an emerging educational provision in the third sector. This included a two-year pedagogical ethnography with Somali, Afghani, Kurdish and Albanian mothers from refugee and asylum-seeker migration contexts. Three perspectives were explored including the researcher/teacher, the community organisations, and the mothers. Diverse research methods included: an auto-ethnographic approach to document the researcher/teacher's position; collective conversations with community practitioners; and visual methods with the two groups of mothers. The mothers led the mediums by which they wanted to share aspects of their experiences, including visual, sensory, and oral methods to represent their socially and historically situated experiences of identity/ies and spaces.

This session is a conversation that we invite you to be part of. Here, we exchange and discuss how ethnographic encounters and visual methods opened up spaces for the co-production of knowledge; challenging traditional binaries of researcher and participant. Our distinct, yet interconnected, community research explores future potentials in the informal education sector as a distinct space for collaborative methodologies which offer necessary alternative approaches to more formalised educational sectors. In our conversation we contrast our previous professional positions in the adult education sector and explore how this has informed and shaped our professional practice.

Conference Strand: **Researching Creatively**
Type of paper: Individual Paper
 No 46
Title: Professionalism and Accreditation in the Daycare Sector in Ireland
Author(s): Dr Barbara McConnell and Dr Glenda Walsh

Abstract

A mechanism which is currently being employed by the voluntary / private sector of the early years workforce to raise the quality of their provision, is accreditation. Accreditation enables providers to receive external recognition for the quality of their provision. The study in question undertook an evaluation of an accreditation programme known as the 'All Ireland Centre of Excellence Award"" which aims to support the development of quality in full childcare services throughout the island of Ireland. The evaluation was multi-method and multi-perspective in approach, including a questionnaire survey of providers both in Northern Ireland and the Republic of Ireland, interviews with a stratified sample of providers and small group discussions with validators. The findings were principally positive in perspective, impacting undoubtedly on the children's learning dispositions and the overarching quality of their learning experience. Yet it seemed that the greatest impact was experienced by the practitioners involved - in terms of their enhanced professionalism and personal growth. Staff as a whole appeared more confident after their engagement with the AICEA, where a new level of knowledge and understanding about how young children learn and develop had been established. Such professional growth was attributed to the shared learning opportunities between practitioners and children, between practitioners and validators and between practitioners themselves.

The findings from this study therefore promote the importance of accreditation as a way forward in terms of enhancing the professionalism of early years practitioners in day care settings throughout Ireland and beyond.

Conference Strand: Researching creatively
Type of paper: Individual Paper
No 30
Title: Practitioner Educators experiences of their professional learning in Vietnamese HE contexts

Author(s): Alex Kendall, Louise Lambert and Stuart Mitchell
Dr Nguyen Thi Thu Trang, Le Thi Thu Lieu, Nguyen Thanh Trung, Dr Bui Tran Quynh Ngoc, Dr. Pham Thi Thanh Hai, Assoc. Prof. Dr. Duong Thi Hoang Yen, Ms. Le Kim Anh, Ms. Kieu Thi Thuy Trang, Ms. Luong Thi Tien, Mr. Huynh Tan, Ms. Luu Nguyen Duc Hanh, Ms. Tran Hoang Cam Tu, Dr Le Thi Kim Anh (Vietnam National University Hanoi NTT University, HCMC)

Abstract

In this paper we share findings from a cross institutional survey of HE teachers experiences of their professional learning in Vietnam. The work was undertaken as the first phase of a British Council Vietnam funded HE partnership (HEP) project concerned with the resilience of practitioner educators and involved 272 participants from three institutions. This is the first larger scale mixed-methods investigation of HE teachers' professional learning in the Vietnamese context and affords new insights on the intersection of social characteristics, geographies, multi-lingualism, career stage and subject discipline in HE identity and career building. We share patterns and trends emerging from our cross-institutional data set alongside illustrative, institutional case studies that offer more nuanced readings drawn from free text data. We compare and contrast our findings with comparable studies from a range of international contexts and consider the implications of our work for workforce development in Vietnam and the potential contribution transnational education (TNE) partnerships might play in supporting this work. We pay careful attention to issues of equity, diversity and social justice in partnership building and problematize simplistic transactional accounts of import/export models of TNE in preference for approaches that facilitate development of HE identities and pedagogies grounded in local cultures and social practices. We conclude with a consideration of the wider implications of this work for TNE.

Title: Giving up and Getting Lost in Hanoi: playing with creative research methods in transnational contexts
Author(s): Alex Kendall, Louise Lambert and Stuart Mitchell
Dr Nguyen Thi Thu Trang, Le Thi Thu Lieu, Nguyen Thanh Trung, Dr Bui Tran Quynh Ngoc, Dr. Pham Thi Thanh Hai, Assoc. Prof. Dr. Duong Thi Hoang Yen, Ms. Le Kim Anh, Ms. Kieu Thi Thuy Trang, Ms. Luong Thi Tien, Mr. Huynh Tan, Ms. Luu Nguyen Duc Hanh, Ms. Tran Hoang Cam Tu, Dr Le Thi Kim Anh (Vietnam National University Hanoi NTT University, HCMC)

Abstract

In this paper we share our experiences of working with creative research methods to explore HE teacher 'becomings' across a transnational education partnership between four universities, three in Vietnam and one in the UK. The work forms the qualitative phase of a two-year British Council Vietnam funded project. This phase of our research was concerned with HE teachers' stories about their career trajectories, their concept making about professional learning and the value of post qualitative research methods in collaborative research across substantially contrasting social, cultural and economic settings. Drawing on ideas from post-qualitative research practices we read, talked, walked and made together in a range of face to face and digitally mediated events that opened up conversations about methodology and generated a common body of shared empirical material about HE teachers 'becomings'. We ""followed the contours"" (after Mazzei 2017) of Brinkman's (2014) concept of ""abduction"" and Maclure's (2014) notion of ""hot spots"" to interact with our materials in ways that challenge more orthodox approaches to qualitative research that centre on the primacy of data and coding. ""Abduction"" suggests Brinkman ""is a form of reasoning that is concerned with the relationship between a situation and inquiry. It is neither data-driven nor theory-driven, but breakdown-driven... it occurs in situations of breakdown, surprise, bewilderment, or wonder"" (Brinkman, 2014: 724). This approach encouraged us to relinquish the certainties, the 'giving up' in our title, of orthodox qualitative research traditions and disorientate ourselves, getting purposefully lost (after Lather REF), in ways that foregrounded the socio-cultural and linguistic diversity of our research partnership. In this session we share the outcomes, on-goings and provocations of our work and the significance for both HE workforce development and the international teaching and research partnerships.

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Author(s): Paul Campbell (University of Glasgow, Scotland).

Abstract

This paper explores the concept of collaboration and the relationship it has to tackling educational challenges, using Scotland as the context of study. It is a report on on-going research as part of a Doctor of Education (Ed.D.) degree.

Collaboration retains a dominant place in discourse, policy and practice in education. Collaboration is seen to be key to school improvement and tackling wider systemic challenges, operating under the assumption that all actors within the system share an understanding of what collaboration is and looks like (Head, 2003). However, the makeup and specifics of collaborative mechanisms can prove challenging. The lived experience of collaborative mechanisms and the approach taken to their utilisation can vary greatly due to what Cilliers (2000:41, in Robertson & Patterson, 2016:1) describes as the 'living things, language, cultural, and social systems' that make up a schools and education systems.

Montiel-Overall (2005) highlights how collaboration is a concept with multiple definitions within and across fields and can often be characterised in a range of ways, such as systems, dialogue, creative problem solving, and inter-organisational relationships. What often remains though is the need for what Welch (1998:27) states as 'an operational definition or theoretical foundation of collaboration' that goes beyond simply the forms collaboration takes.

The 'Improving Schools in Scotland' report published by the Organisation for Economic Cooperation and Development (OECD) in 2015 paved the way for the now annual publication of Scotland's National Improvement Framework (NIF). These each place new emphasis on collaboration as a key ingredient to Scotland's approach to tackling these challenges. Since their publication, discourse, policy and practice has reflected this emphasis in measures outlined in policy related to governance of the system, professional review and development, models of professional learning, and professional standards for teachers and leaders.

This study, utilizing concept, discourse and policy analysis, and interviews with Head Teachers, aims to explore the complexity of collaboration conceptually and the implications this has for practice; problematise the dominance collaboration as a term has in policy and discourse in education for tackling challenges such as the poverty related attainment gap; determine how collaboration has developed such dominance; if there is a shared understanding of its meaning and how this is reflected in practice; and discuss how understanding the complexity of collaboration conceptually and the implications this has for practice could support the leadership and sustainability of approaches to tackling persistent challenges in education in Scotland and beyond.

Conference Strand: Challenging Orthodoxies
Type of paper: Individual Paper
No 50
Title: Researching professional development through the lens of identity (re-)formation: Addressing the field's prevalent conceptual and methodological weaknesses
Author(s): Professor Linda Evan (University of Manchester)

Abstract

As a research focus, professional identity is very much in vogue; cutting an eye-catching figure on the catwalk of contextual consideration, it is a 'must have' accessory to almost any analysis of how or why, in their work, people are as they are, think what they think, do what they do, and - from a professional developmental perspective - have got to where they are, and are headed for where they are going - what Bathmaker (2010) and Hanson (2009) respectively refer to as the 'trajectories for people's lives' and the 'trajectory of the self'.

A burgeoning literature on professional identity/ies within the education workforce(s) - of the compulsory and the post-compulsory sectors alike - incorporates a focus on how identities are formed and reformed, and highlights the impact of changed and changing workplace environments and cultures on the identities of those working within them. Much has been written about how performativity regimes and neoliberal-influenced sectoral and institutional cultures have eroded familiar, and sometimes cherished, professional identities and prompted the evolution of new ones.

Identity formation, along with identity shift or evolution, represent a dimension of professional development - within Evans's (2014; 2019) conceptual model of professional development's componential structure, for example, identity (re-)formation lies within the perceptual dimension of change, since it relates to changes to people's self-perceptions. Such change reflects people's capacity for resilience in adapting to changed work contexts or situations - some of which may be categorised as 'compromising' work situations (Evans, 2018), since they require people to compromise on their values and ideologies, and they accordingly threaten, and potentially shape new, identities

Yet, in relation to research topics or foci, levels of interest do not necessarily equate to knowledge augmentation or quality of output. I argue in this paper that much of the academic literature on professional identities in education contexts represents weak scholarship that is based on inadequate consideration of identity as a concept - an inadequacy that underpins methodological weaknesses in researching identity. Since identity (re-)formation is a dimension of professional development, to safeguard the field's scholarly credibility, its researchers must address such weaknesses. Incorporating my original conceptual analysis and definition, that, together, address the question: 'What is professional identity?', this paper presents my proposals for doing so by increasing the rigour of identity research that relates to professional change and resilience.

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Conference Strand: Thinking otherwise
Type of paper: Individual Paper
No 3
Title: Practice knowledge and teacher mentoring: what can realism teach us about professional learning?
Author(s): Mike Coldwell and Dr. Richard Pountney (Sheffield Institute of Education, Sheffield Hallam University)

Abstract

Research into professional learning (PL) is often hampered by an unhelpful dichotomy between subjective and objective understandings of practice and how it develops. On the one hand approaches focus on the personal and interpersonal, valorising qualitative, highly context-specific research, while, on the other, highly generalizable and decontextualised studies that prioritise experimental, large scale designs. The first of these leads to problems in explaining pattern in the social world; the second provides little in the way of understanding why, how and under what circumstances the 'impacts' found occur.

So, while much of the literature on professional learning focuses on the context and conditions for professional learning the practice knowledge itself is often obscured. This, we argue, reflects two distinct traditions: first, the 'subjectivist doxa' that dominates much education research in which knowledge is typically views knowledge as 'comprising states of mind or dispositions to act', in which the external realisation of professional learning is ontologically social (Maton, 2014). Second, large scale positivist approaches (e.g. Desimone, 2009) that under-theorise learning and knowledge practices (Boylan et al, 2018).

Realist approaches provide an alternative by understanding the social world to be complex and layered; yet patterned and explicable by reference to underlying generative causal mechanisms. In this paper we address the question 'what insights can realism provide to enhance research into professional learning?'. We examine this problematic in order to consider a possible conceptual integration of ontological and epistemological beliefs in educational research (Schraw, 2013).

Central to the analysis is the notion of knowledge practices that take place in professional contexts, such as those practised by teachers. We explore one case of professional practice, teachers' mentoring, as a form of social practice, and its emergence. Our aim is to elaborate a conceptual/theoretical model that is transferable to other contexts. Critical realism provides the ontological basis for this by providing that there is a reality that may not be possible to know, and which is differentiated, structured and stratified. Social realism explores the sociological implications of critical realism for education and the ways in which 'the sociology of knowledge in the sociology of education can have as an 'object' the socially organised ways in which such knowledge is systematically produced and transformed (rather than simply 'constructed' and reproduced)' (Moore, 2013: 339). This methodological insight is important in examining the underlying basis of PL.

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Conference Strand: Thinking otherwise
Type of paper: Individual Paper
No 26
Title: Balancing insider-outsider postioning in near-to-practice research

Author(s): Professor Jaswinder K Dhillon (University of Worcester, UK)

Abstract

This paper is a think/opinion piece on researcher positioning in near-to-practice research. I argue that researcher positionality is not a neutral aspect of methodology or method but a fundamental feature of research design that needs to be considered, justified and defended at all stages of the research process. This is particularly the case in near-to-practice research where researchers navigate professional, inter-professional and disciplinary boundaries in complex practice-based settings as well as negotiate their own role and identify as a researcher, which we may term their 'researcher self'. This complex ontological and epistemological navigation and negotiation of multiple dimensions of the researcher self requires creativity, reflexivity and ethical sensitivity and a nuanced conceptualisation of researcher positionality. However, such conceptualisations and the issues and dilemmas arising from varying and fluid researcher postioning are not prominent in discussions of research methodology. The traditional binaries and dualities of, for example, insider/outsider, subjectivity/objectivity, validity/reliability of quantitative/qualitative data, continue to persist in perceptions of the quality, significance and rigour of research in professional communities in education, health and other fields of near-to-practice research. In keeping with the conference strand, thinking otherwise about method and methodology, I propose that the notion of the 'researcher self' opens up debate about navigating and balancing multiple positionalities when undertaking empirical research in professional practice.

The paper draws on examples of original empirical studies, undertaken by myself in collaboration with other researchers (Dhillon and Thomas 2018, Dhillon et. al 2017, Dhillon and Bentley 2016) and the work of doctoral students I have co-supervised in the professional fields of education and health (Hooker 2016, Smith 2018). It considers issues, dilemmas and researcher decision-making in balancing insider-outsider positioning in specific near-to-practice contexts. It builds on theoretical distinctions, such as 'multiple selves' (Coffey 1999) and this empirical research experience to offer a more nuanced conceptualisation of researcher positionality. This can generate richer and deeper insights into professional practice and justify the fluidity of researcher positioning as central to thinking about method and methodology.

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Conference Strand: **Creative professional learning and development**
Type of paper: Individual Paper
No 59
Title: A small-island-developing-state lens on teacher professional development and learning
Author(s): Aminath Shiyama (University of Bristol, UK)
Abstract

Teacher Professional Development (PD) is critical for teachers' careers. In most education contexts, PD is often a policy imperative and teachers have no input to the content or the mode of PD. Such an authoritative approach to PD makes it irrelevant and detached from the actual classroom teaching and learning (Darling-Hammond, Hyler, & Gardner, 2017; King, 2012, 2019). Current research in both developing and developed contexts calls for making PD a collaborative, ongoing, and sustainable activity for schools and teachers (King, 2012). These approaches to PD require financial and human resources investment as well as an education system that can readily accept these approaches (King, 2019). This paper explores the relevancy, practicality and challenges associated with engaging teachers in a collaborative approach to PD in the small-island-developing-state of the Maldives featuring a highly centralised education system focussed on teacher-evaluation and performance-judging, and a heavy legacy of traditional rote-learning pedagogies (Adam, 2015; Di Biase, 2016). Data comes from interviews (individual and group) with four teachers who participated in a six-month collaborative professional learning program where we collectively explored on contextualising primary science teaching pedagogies by focussing on teaching science through an investigations-based approach. Thematic analysis of the data reveals that 'collaboration' is comprehended differently by these teachers and is vastly different from the conceptualization proposed by international literature in the field. Working on long-term professional learning cannot be visualised by teachers who are used to quick-fixes or in contexts where using off-the-shelf pedagogical approaches or teaching styles are common place. As (King, 2019) argues, building a collaborative approach to professional learning in such environments thus requires a unique, contextual approach that is sensitive to the origins and legacies of accepted, entrenched practices within these education systems. Teachers need to unlearn entrenched normative group behaviours such as 'pseudo community' (Trabona, Taylor, Klein, Munakata, & Rahman, 2019), and school administrators need to shift teachers' time away from administrative matters to instructional matters. A collaborative approach to teachers' PD maybe the ideal gold standard in some countries, but we educators and researchers need to establish a more scaffolded and differentiated approach to collaboration in PD.

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Conference Strand: Creative professional learning and development
Type of paper: Individual Paper
No 35
Title: The zip analogy: a creative approach to the professional development of Paramedic Practice Educators
Author(s): Dr Vince Clarke (University of Hertfordshire, UK)

Abstract

This presentation will be report on the impact of doctoral research on practice, specifically on the professional development of Paramedic Practice Educators. Paramedic Practice Educators are registered paramedics who support practice-based learning and development, predominantly of undergraduate student paramedics. This research explored the influence of the Practice Educator on learners' perceptions of the relationship between theory and practice. The importance of metaphor and analogy emerged from the study, with a key contribution to practice being the proposal of a new model representative of the theory-practice relationship; the zip analogy.

The research found that the majority (96%) of paramedic students could identify areas where the existence of a 'disconnect' between theory and practice could be perceived to exist; however, it was not considered by them to be detrimental to their learning nor was it representative of the negative connotations often associated with the theory-practice gap (Armitage, 2011; Brown, 2012; Edwards, 2011; Eraut, 1994; Russell, 1988). The predominant manifestation of such disconnect was found to be due to the contextual and situational challenges associated with the integration of taught theory in the practice environment. This perception was reported to diminish over time.

Students' perceptions of the theory-practice relationship were found to be influenced by their perceptions of the approach and ability of their Practice Educator, both as a paramedic and as a facilitator of learning. In some cases, this was as a response to Practice Educators who were perceived by students as having a limited depth of theoretical understanding or an apparent lack of interest in developing the student. In others it was as a positive response to working alongside Practice Educators who were considered as being inspirational in supporting the development of knowledge by demonstrably relating theory and practice to each other, regardless of whether or not they themselves had a similar, or greater level of theoretical knowledge than the student.

The Practice Educator is seen as being a catalyst for learning, particularly when they are an active, engaged partner in the learning process where the theory-practice relationship is considered to be an effective one. The zip analogy is a contribution to paramedic practice developed in conjunction with the above findings. The zip analogy works on several different levels and can be adapted to describe different students' experiences of the theory-practice relationship. The model has been used as a basis for exploring potential challenges to the relationship as well as demonstrating how practice-based learning can be approached by both students and Practice Educators to maximise learning opportunities and minimise the potential for detrimental theory-practice gaps to be perceived.

The overall aim of the zip analogy is to demonstrate how the relationship between theory and practice can be influenced by many factors. The effect of this influence on the acquisition of personal professional knowledge will, implicitly, effect the ongoing, continued development of the student paramedic as they enter the profession as an autonomous practitioner.

Conference Strand: Creative professional learning and development
Type of paper: Round table
No 2
Title: Collaborative Skills-cycling - Educators and Designers in it together. A digital feast for the eyes!
Author(s): Kelly Brookes (Culture and Language Lecturer), Rozeena Mazhar (Senior Educational Technology Facilitator), Shin Yu-Ou (MA Interior and Architectural Designer) and Ana De Areia Soares (MA Interior and Architectural Designer) all from (Birmingham City University)

Abstract

Birmingham City University aims to ensure that students achieve academic success through its in-course and supplementary programmes. As the BCU Black, Minority Ethnic student population sits at the 45% mark, this BCU digital (Student Academic Partnership) Culture and Language resource-building project has looked at the development of slicker and more internationally design focussed visual materials for academic skills development of Art, Design and Media learners.

The project aims have been to adopt a less Euro-centric approach to the design of course materials and have endeavoured to be more representative of its cohorts. These digital resources have been created to be visual feasts for the eyes as well as be more inclusive of black, minority and ethnic learners, whom can very often be overwhelmed and become saturated by text-heavy materials and non-relatable images with a Eurocentric focus. There is also a justifiable expectation within the Faculty of Art, Design and Media that Culture and Language in Context resources should lead by example and be visually and aesthetically on par with industry Art, Design and Media standards.

Using an action-based learning methodology, this project aimed to align the ethos of the project through its industry standard images, consider a more inclusive and globalised aesthetic and incorporate up-to-date interactive and engaging learning technologies. As part of this process, design tools and programs such as CAD and In-design were used. It was felt that this project gave the Student Academic Partners an opportunity to create interactive and engaging higher education learning resources as well as providing a platform for collaboration between practitioners and students.

Conference Strand: Connecting curriculum development, creativity and professional learning
Type of paper: Round table (4)
Title: Classroom Music Education: Creativity, Innovation and Collaborative Professional Learning
Author(s): Rachael Byrne (Dublin City University)

Abstract

With much debate in the literature around classroom teachers' potential to facilitate quality primary school music education, research has tended to focus on difficulties experienced by these so-called 'non-specialist' or 'generalist' teachers. Considering classroom teachers' role facilitating music education within Irish primary schools, it is important to recognise and support the realisation of their potential in this area. This roundtable outlines work completed within a professional learning community of primary school teachers who creatively adopted a new play-based approach to music education in their classrooms. This was carried out as part of an ongoing doctoral research study in Dublin City University. Following attendance at a workshop on active, play-based music education, a number of teachers collaborated within a professional learning community. In this context, teachers creatively adopted a play-based approach to music education in their classrooms, whilst collaborating with and supporting one another. It is hoped that this study will add to the literature by presenting an example of classroom teachers' engagement in creative and collaborative professional learning whilst exploring new approaches to enhance the teaching and learning of music in their classrooms.

Conference Strand: Challenging orthodoxies/taking risks: new imaginings in practitioner teaching and learning
Type of paper: Round table
No 19
Title: New imaginings for leadership of professional learning: an honest conversation
Author(s): Emmajane Milton (Cardiff University) and Dr Caroline Daly (University College London, Institute of Education)

Abstract

Masters in Educational Practice (MEP) (2012-18) was the most ambitious programme for system-wide professional learning seen in Wales - and arguably the most disruptive of existing norms, roles and power-relations affecting teachers' learning and development. Collaborative ways of working supported and demanded honest conversation - 'risky talk' (Eraut, 2000) as the basis for changes in teachers' actions and agentive thinking based on developing criticality and research literacy.

The professional learning of these teachers was nested within provision co-designed by Welsh Government and an alliance of four universities, supported by a network of 150 external mentors and individual school contexts. Such a complex infrastructure and vision of professional learning requires leadership at all levels - policy leadership, system leadership, school leadership, university leadership and teacher leadership.

This is a complex ecology in which established roles and orthodoxies of schools, universities, mentors and school leaders were challenged to enable practices to be contested and which situated research literacy at the centre of learning relations. An ecological perspective argues that all components of a system are inter-related in complex interactions - each of them in constant dialogue with the others and having lasting and continuous effects on how the others act. This has far reaching implications for leadership at all levels and requires a willingness to embrace and grapple with complexity. This paper advocates new imaginings and different ways of working in which leadership is repositioned within a collective responsibility for professional learning - in which honest conversations are hard but central to success.

Conference Strand: Thinking otherwise about method and methodology in near-to-practice research
Type of paper: Round table
No 25
Title: Neoliberal technician or professional relationships? Using rhythmnanalysis to creatively explore the nurse academic personal tutor: student nurse relationship.
Author(s): Mrs Helen Holder - Lecturer in Adult Nursing (Keele University School of Nursing and Midwifery)

Abstract

The aim of this research project in progress is to explore the concept of the professional relationship between the personal tutor and tutee in undergraduate nurse education, based on the documented contrast between student and academic expectation of the role in the neoliberal university setting and the importance placed by students on building relationships with their tutor. The focus of the talk will be on using rhythmanalysis as a methodological tool to detect the mumurings around the nurse tutor:student nurse tutee relationship with a view to re imagining the nurse tutor: tutee model. The talk is significant to the chosen strand in the originality of using rhythmanalysis as a methodology and novel methods of data collection such as the ""self-interview"" in the field of undergraduate nurse education.

Conference Strand: Thinking otherwise about method and methodology in near-to-practice research
Type of paper: Round table
No 31
Title: Doctoral students experiences of working with creative research methods across international boundaries: perspectives from the UK and Vietnam

Author(s): Stuart Mitchell and Louise Lambert (Birmingham City University)
Dr Nguyen Thi Thu Trang, Le Thi Thu Lieu, Nguyen Thanh Trung, Dr Bui Tran Quynh Ngoc, Dr. Pham Thi Thanh Hai, Assoc. Prof. Dr. Duong Thi Hoang Yen, Ms. Le Kim Anh, Ms. Kieu Thi Thuy Trang, Ms. Luong Thi Tien, Mr. Huynh Tan, Ms. Luu Nguyen Duc Hanh, Ms. Tran Hoang Cam Tu, Dr Le Thi Kim Anh (Vietnam National University Hanoi NTT University, HCMC)

Abstract

In this round table doctoral students involved in the 2 year British Council Vietnam funded Teaching and Learning Together (TLT) project discuss their experiences of working together with creative research methods across international boundaries. They share their journey with post qualitative literature and concept making and material encounters with practices of research through making, walking, thinking and being and doing together. They consider how involvement in the project has intersected with their doctoral journeys, becoming HE identities and their plans for the future.

Conference Strand: Creative professional learning and development
Type of paper: Round table
No 38
Title: From an island - promoting and supporting professional learning and leadership in a remote setting

Author(s): Mrs Suzie Dick Deputy Head, Isle of Arran, Scotland. EdD student, University of Glasgow

Abstract

 Exploring what professional learning means in a remote setting and the challenges it can pose in terms of isolation, access to opportunities and a small cohort of staff to work collaboratively with. The dilemma with a small staff and a small budget of balancing the needs of the school and the needs of the teacher to ensure their development and career progression is not limited by location.

Artefact: A case study from a remote rural high school and the model being used to promote teacher leadership and support professional learning.

Rationale: This is an ongoing piece of enquiry that I am doing and conducting using twitter chats, professional meet and greets and discussions with colleagues in other remote island schools. What appears to be coming out of the discussions is that though the perception of professional learning opportunities is one that is manly urban based and conducted from a more urban viewpoint, there is also recognition that each island and remote community has its own disparate needs. The round table discussion would serve to look at the model and to share other ideas while also serving to inform those that are perhaps more urban based to look at professional learning in a different context and to challenge some of the current practices and assumptions.

Conference Strand: **Professional change and resilience**
Type of paper: Round table
No 41
Title: Practitioner researcher working in collaboration with Governors to bring about school improvement
Author(s): Bernadette MM Ratcliffe Member of IPDA (Birmingham City University)

Abstract

This paper explores my role as practitioner researcher. I place myself as a central actor using my positionality (Nutbrown 2011) with its provenance Hill (2018) and habitus (Bourdieu in Wenger 1998) to create interactions with the researched subjects: Governors. I recognise as a central actor, the strengths, limitations, and bias I must uncover (Bourdieu in Wenger (1991). In my presentation I want to explore the relationships and perceptions of governors bringing their provenance (Hill 2018) habitus (Bourdieu) identity and positionality (Nutbrown 2011) to the role of governance (Baxter 2016). I am also interested in how through social anthropological models of Communities of practice (Lave and Wenger 1998) and ethnographic methodologies (Nutbrown 2011 Pink 2014) we can create collaborations developing transparency and professional understanding, to explore critical questions concerning the characteristics of governance which build effective school improvement (Hargreaves 2012)

In exploring the theoretical debates and discourses the paper will develop the metaphor of the journey, and central to this discourse are relationships of power. This process of reflection and reflexivity in my developing role of practitioner researcher has a created transparency on the debates and discourses of the evolution of education research. (Lather 2006) I feel strongly that the nature of the enquiry demands a model which places a sharing of provenance (Hill 2018) habitus (Bourdieu (1998) and life experiences building dialogue discourses and sharing of language and communication (Wenger 1991)) to create a platform to enable understanding of complex factors impacting on effective governance. (Coffield 2011). I will be sharing with delegates a model which creates opportunities to build and analyse the impact of collaboration on an education activity.

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Conference Strand: Challenging orthodoxies/taking risks : new imaginings in practitioner teaching and learning
Type of paper: Round table
No 47
Title: The role of dialogue in a creative learning environment and it's impact on pupil engagement and interthinking.
Author(s): Sophie Hadaway - Regional Lead - Arts Council of Wales

Abstract

With a new curriculum in its consultation phase in Wales, the Lead Creative School scheme has provided a welcome opportunity for many schools to explore their own approach to teaching and learning through their involvement in the programme. A main feature of the scheme is the collaboration between creative practitioners and teachers co-constructing the learning opportunities for the pupils. My research focusses on the dialogue between the creative practitioners and the pupils and aims to focus in specifically on one type of talk which I refer to as 'exploratory talk'. Because the focus of my professional work is about creativity I am particularly interested in the type of talk which encourages the exchange of ideas and starts from a position where pupils are seen as a rich resource and encourages them to take active and independent roles within the classroom. The difference in pupil/adult talk embodied by creative practitioners and pupils has provided a rich point of reflection for many of the teaching staff working in collaboration with the creative practitioners. This roundtable would share some of the initial findings and provide an opportunity to discuss the reflections by those within the classroom learning environment to expand on how different types of classroom talk has changed the teaching and learning.

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Conference Strand: Researching creatively across disciplines and settings
Type of paper: Round table
No 61
Title: Evaluating the impact of professional learning at informal science institutions on teachers' attitudes towards science

Author(s): Dave Liam Johnston, Assistant Director of Professional Development Wildlife Conservation Society, 2300 Southern Boulevard, NY, NY, 10490, USA

Abstract

Educators carry a responsibility to teach students, including science content. This responsibility exists despite the potential for teachers to have relatively little experience with science themselves (Tytler & Osborne, 2012). High quality and consist professional development can provide support to further pedagogy (Diblase & McDonald, 2015). Ideally, this manifests in changes to classroom procedure as teachers' pattern of behavior shifts through their internalized beliefs. The Wildlife Conservation Society works with over 1600 teachers annually, drawing from the work of our international field-based conservation researchers to provide resources to connect complex science content to classrooms. In 2014, the ""Survey for Educator Attitudes on Science (SEAS)"" was developed and validated. SEAS is an instrument designed to assess the impacts of attending longitudinal professional development sessions on teachers' attitudes towards the value of science (Drewes, 2014). A manuscript is being prepared to report the findings from data collected from over 1300 teachers through 2018. Preliminary findings suggest that after participating in long-term professional learning at informal science institutions, teachers see an increased value of science education. While this effect is greatest in elementary teachers who teach science regularly, it is statistically significant across all participant categories. In this roundtable discussion, these preliminary findings will be disseminated. A discussion will be facilitated to explore several applications for this research. What are the practical applications for science teacher professional learning in both formal and informal settings? How does this research connect to larger bodies of literature? What avenues of future research does the group recommend?

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Conference Strand: **Challenging orthodoxies/taking risks: new imaginings in practitioner teaching and learning**
Type of paper: Round Table
No 65
Title: WhatsApp with Professional Learning in Science: Using technology to sustain and support teacher professional learning
Author(s): Nicola Broderick

Abstract

In Ireland the majority of primary teacher professional learning is considered to be provided in the form short, 'one-off' courses (Conway, Murphy, Rath, & Hall, 2009).This dominance of short-term modular courses is not in-keeping with international best practice (Guskey, 2002). This research will present the use of an online community as a means to sustain and support teacher professional learning after teacher participation in a short- term professional learning course.

Research Approach

10 primary school teachers engaged in a week-long professional learning course in primary science. WhatsApp, a free messaging app, was used to support teachers as they transformed the pedagogies, resources and learnings from the course into classroom practice. The teachers participated in a semi-structured interview which examined their experiences of an online community as a means to support and sustain teacher professional learning.

Key Findings and Significance

This is part of ongoing research project and data is due to be analysed July 2019. WhatsApp could support an online community and transform short-term courses into long-term and sustained teacher learning.

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Conference Strand: **Creative professional learning**
Type of paper: Individual Paper
No 7
Title: Action, Change, and Co-teaching: Professional Relationships and Professional Learning when Teacher Teach Together
Author(s): Dr Ciara Uí Chonduibh (Scoil Uí Ghramhnaigh, Ráth Chairn)

Abstract

This workshop will engage participants in active learning in the area of professional relationship development. The workshop is based on the research conducted by the author in Irish primary level schools . A central focus of this research was an exploration of co-teaching as a pedagogy, used by mentors and other experienced teachers during the implementation of a new model of teacher induction (Teaching Council, 2013a&b). The Teaching Council's new model for induction, Droichead, which involves a group of practicing, experienced teachers who facilitate and support this phase of teacher education for Newly Qualified Teachers (NQTs) at school or local level. Collaborative action research (CAR) engaged the participants in co-teaching lessons and professional development meetings. The research identified opportunities for professional learning and shared professional responsibility between NQTs and mentors. Collaborative practices were developed and fostered in school and across school settings which impacted on participants' professional learning. Findings suggest that tensions which NQTs and mentors face whilst establishing a professional relationship were dealt with during reflections on practice and participation in co-teaching. Sharing of professional responsibility and professional conversations, whilst still fostering needs of teacher education during induction, also added to the continuing professional learning of mentors. The implementation of CAR and co-teaching created a space for participants to reflect upon and build their professional relationships and in turn encouraged reflective practices.

Participants in this workshop will explore and examine models of co-teaching through 'jigsaw' and 'placemat' activities. Co-teaching has been used widely for many decades to create inclusive education spaces by Special Education Teachers and classroom teachers (Garvar and Papania,1982). Co-teaching is a response to the needs and ""efforts to include students who have disabilities in general education"" (Pugach & Winn., 2011, p.36) by special education teachers and classroom teachers in implementing inclusive education practices. It is important to highlight, however, Bauer (1975) and Walker (1974) both note the importance of the relationship between special education teachers and classroom teachers and its impact on the effectiveness of co-teaching. The workshop will explore practical ways to foster and utilise co-teaching in class to benefit both student and teacher learning through the model developed by the researcher as a result of the data analysis from the study. A questionnaire to help scaffold professional discussions, developed by the researcher and participants during the study, will be shared in the workshop as a tool for professional relationship development.

There has been a significant policy shift in Ireland in the last two decades towards a system of inclusion (Shevlin, Winter and Flynn, 2013). The Convention of the Rights of Persons with Disabilities (United Nations, 2006) advocated that ""states shall ensure an inclusive system at all levels"" (Article 24.1), showing the development of inclusive education internationally. The workshop will, therefore, focus on how co-teaching, as a central method for in class support teaching, can benefit and develop professional relationships while also creating a platform for continuous professional development. A

'walking debate' will encourage the participants to consider their own experiences of teaching alongside another teacher. The workshop will allow participants an opportunity to share and receive ideas for best practice to develop their inclusive teaching systems, professional learning and professional relationships.

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Conference Strand: **Researching creatively**
Type of paper: Individual Paper
No 14
Title: The professional roles and knowledges of professional development leaders: an analytical model
Author(s): Professor Mark Boylan and Dr Emily Perry (Sheffield Hallam University, UK)

Abstract

Professional development leaders (PDLs) are important to the success of professional development programmes and formal professional learning activity. Research on models of teacher leadership recognises PDLs' significance and the complexity of their roles, but PDLs remain relatively under-researched and under-theorised, especially in comparison to other aspects of professional development. In increasingly complex education environments, the leadership of professional development is fluid and manifests in different ways. We propose a model to support description of the multi-faceted nature of the PDL role. The model draws on our previous research (e.g. Perry and Boylan 2018) as well as synthesising other contributions and is informed by on-going research in this area.

Our use of the concept of 'professional role' builds on previous use in relation to teacher educator roles (Lunenberg, Dengerink and Korthagen 2014). Our working definition is that a professional role is a formal or informal relational position, involving knowledge-informed practices, undertaken due to personal interpretation of the activity required or expected in a social system. We focus specifically on PDLs who are responsible for professional development activity that has a group or collaborative component, such as workshops and programmes, rather than one-to-one development or leadership relationships. However, the model is potentially extendable to leaders of other professional development activities such as coaching and mentoring

We propose four interrelated sub-roles of professional development leaders: expert teacher, designer, facilitator, and organiser of professional development. These sub-roles draw on and enact a set of interwoven knowledge, understood in the model through a perspective of knowing in practice (Billett 2001). Expert teacher forms the foundational role in our model, since teaching expertise is the basis for successful leadership of teacher professional development. The professional development leader as designer covers conceptualisation and creation of professional learning activity, as well as later evaluation of activities, courses and programmes. By 'facilitator' we mean a role that involves delivery of, and interaction with participants in, the professional development activity. Finally, organiser includes championing, brokering or planning of professional development activities, and/or mobilising others to support or engage in professional development.

The proposed model offers a way of understanding the complexity and significance of PDLs' roles. Some PDLs operate in all the sub-roles, while others may share sub-roles with colleagues or shift between them. The model can be used to inform PDLs' development, through multiple pathways including individual self-reflection, mentoring or coaching, or collaborative support programmes, and/or used to support their quality assurance.

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Conference Strand: Challenging orthodoxies
Type of paper: Individual Paper
No 16
Title: Transforming pedagogical practice, perceptions and relationships through collaborative observation between academic staff and students
Author(s): Professor Matt O'Leary, Dr Vanessa Cui, Ilana Pressick, Nathalie Turville, Steph Reynolds and Lee Roberts (Birmingham City University,UK)

Abstract

This session draws on some of the key findings to emerge from a recent two-year project 'Improving learning and teaching through collaborative observation', which was funded by the Higher Education Funding Council for England. It builds on previous discussion of the conceptual and methodological underpinnings of an innovative and collaborative approach to observation between academic staff and students, which resulted in the creation of a Cycle of Collaborative Observation (CoCO) (O'Leary and Cui 2018). The session focuses closely on the empirical data from a selection of the case studies involved in the project.

Taking its initial stimulus from Brookfield's work on critically reflective practice (1995), our collaborative approach to using observation as a reciprocal lens provides a structured framework for students and lecturers to actively reflect on and collectively discuss their situated teaching and learning experiences. We argue that for genuine and sustainable improvement in teaching and learning to occur, it needs to be built on shared understandings between academic staff and students, which requires both parties to develop situated knowledge of their own and each other's views, values and practices. Findings from the case studies involved in the project reinforce the work of Bowden and Marton (2004), who argued that an understanding between students and staff based on a common frame of reference of teaching and learning is fundamental to building a 'collective consciousness' of learning in the context of their specific courses.

During the course of our project, students and academic staff from the participating case studies produced a wealth of data documenting their journeys of collaborative observations and the transformations they experienced in their pedagogical thinking, relationships and practices. This alternative session proposes to host an installation including printouts of reflective extracts, audio recordings of meetings between students and staff and video interviews of the case study participants. This immersive experience aims to capture and share with delegates the timeline of the project, with a view to illustrating the transformations of thinking and relationships these students and academic staff experienced during the project.

Academic staff from three health programme case studies (Adult Nursing, Child Nursing and Radiotherapy) will also present a paper to explore how 'collective consciousness' (Bowden and Marton 2004) was created and developed during two rounds of CoCO. A core focus of this session will be on the experiences of those academic staff involved in the project and what they have learnt about their own assumptions of students' understandings and approaches to teaching and learning, as well as how they reconceptualised their learning experiences through the process of collaboration with their students.

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Conference Strand: Thinking otherwise
Type of paper: Individual paper
No 54
Title: The PGR Mental Health Emergency: some early research and flashes of insight using Rhythmanalysis
Author(s): Dr Tony Armstrong, Dr Alex Wade and Dr Andrew Walsh (Birmingham City University, UK)

Abstract

This symposium presents indicative data from a research project where rhythmanalysis is employed to investigate the experiences of doctoral students at Birmingham City University (BCU).

The research was undertaken within the wider context of what may be described as a broad ranging emergency within PGR mental health in our universities.

Research into the experience of doctoral students identifies that there are 'stressor points' throughout the life course of study (Ali and Kohun, 2006). These are not limited to the 'institutional context' (Bagaka's, Badillo, Bransteter, and Rispinto, 2015) found in the rhythms of the academic year, but can be present at enrolment, after the submission of the dissertation and post-viva/post-completion. Following previous work in the area (Dakka and Wade, 2019,) this study, funded by the VC's Fund at BCU, employs Lefebvre's rhythmanalysis, a spatiotemporal methodology, as a means of exploring well-being amongst doctoral students.

The primary data includes results from a Likert-scale questionnaire sent to all doctoral students in March 2019 (n=500) at BCU enquiring about spatiotemporal rhythms in relation to stressor points and institutional context.   In addition, the analysis of the first of three cross-faculty focus groups is presented where the relationships between mental well-being, rhythms of everyday life and the doctoral research process are explored in depth through mind-mapping and pictorial/written ranking methods.

16.45 – 17.45 Panel Discussions, sponsored by PRACTICE: Contemporary Issues in Practitioner Education

Panel 1: Mental Health and Professional Education

Prof Jonathan Glazzard, Leeds Beckett University

Dr Jonathan Gadsby, Birmingham City University

Chair: Prof Alex Kendall

Panel 2: Practitioner Education in Global Contexts

Dr Balwant Singh, Partap College of Education, Ludhiana, Punjab India Paul Campbell, University of Glasgow/ESF Sha Tin Junior School, Hong Kong

Chair: Prof Hazel Bryan

Conference Strand: Creative professional learning
Type of paper: Individual Paper
No 21
Title: Title Living Theory research: Making a difference that matters to Educational Learning and Continual Professional Development
Author(s): Dr Marie Huxtable (University of Cumbria, UK)

Abstract

Focus

""We might look at learning as a response to what is other and different, to what challenges, irritates, or even disturbs us, rather than as the acquisition of something we want to possess."" (Biesta, 2006, p.27)

There is considerable pressure on professional educational practitioners to develop instruction and support for learners to acquire skills and knowledge determined by a 'given' curriculum with prescribed learning outcomes. Comparatively less importance is given to them improving their educational practice supporting learners to create and progress through their own 'living' curriculum; the living curriculum created by the learner in the process of learning to live a loving, satisfying, productive and worthwhile life.

This paper is part of ongoing research into supporting educational learning and focuses on the implications for educational practitioners of engaging in Living Theory research as a form of professional development. A brief overview is given of Living Theory research (Whitehead, 1989, 2017), a values-based, action-led form of practitioner-research for educational-practitioners asking questions such as:

• 'How do I enable my students to learn educationally while gaining the highest grades possible on tests?

• 'What educational influence am I having in my own learning, the learning of other people, and the learning of the organisation or community that I am part of?'

• 'How do I fulfil my professional responsibility to create and contribute to a global educational knowledgebase for the benefit of all?'

The Doctorates and Masters and publications of Living Theory researchers are drawn on to illustrate how, with courage and creativity, professional educational practitioners are improving the educational learning of their students and the wider learning community. Current work of Living Theory researchers will be introduced to bring to the attention of conference participants opportunities that are being developed which extend the educational influence of the knowledge created by those engaging in this form of professional creative learning and development.

Originality

The originality is in the contribution made to both educational theory and to improving educational practice in diverse fields and contexts of knowledge that emerge as educational practitioners engage in Living Theory research as a form of continual professional development.

Significance of the research for creative professional learning and development

The discussion will focus on the significance influence, engaging in Living Theory research has on educational-practitioners' creative professional learning and development to improve educational learning as they live and work in contexts dominated by economic rationalism.

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Conference Strand: Creative professional learning
Type of paper: Individual paper
No 56
Title: Exploring a model of creative professional learning to sustain inclusive practice in changing times

Author(s): Dr. Fiona King and Dr. Aoife Brennan (School of Inclusive and Special Education, Institute of Education, Dublin City University, Ireland)

Abstract

Inclusion is increasingly part of global hegemonic discourses in education evidenced by the growth of policy developments internationally. In Ireland the most recent shift is towards a more inclusive model of practice emphasising ""whole school and classroom support"" for all students (DES, 2017, p. 8). This model was arguably influenced by the Response to Intervention model in the USA. Collaborative problem-solving is identified in both jurisdictions as central to inclusive practice reflecting calls in the wider literature on inclusion for social learning processes to influence beliefs, attitudes and practices (Ainscow and Sandill 2010). How to foster such collaborative learning is less clear. For example, the Irish policy refers to the importance of professional learning (PL) for all teachers but only provides a limited number of funded sustained PL for special education teachers. Research has acknowledged the positive impact of such PL on individual teachers but highlighted a knowledge gap for class teachers in these schools (King et al., 2018). While the literature supports transformative models of PL (Kennedy, 2014) such as professional learning communities (PLCs), Pugach & Blanton, (2014) call for research to explore PLCs for inclusive practice.

This paper draws on findings from a qualitative study with eight classroom teachers in an urban primary school who engaged in a PLC for inclusive practice facilitated by one of the researchers. Two years later the researchers revisited the school and undertook semi-structured interviews with the teachers, the principal and deputy principal along with five classroom observations to explore (how) can teachers creatively sustain the inclusive practices in changing times.

Thematic data analysis of transcripts revealed five key themes related to the impact of the PLC on teachers' learning for inclusive practice (individual, collaborative, cultural, students, teacher efficacy). Four key themes answering the enabling and hindering factors emanated from the data; leadership, time, school culture and student learning. This paper argues that PLCs can support class teachers to develop and sustain inclusive practices in the longer term. Additionally PLCs can empower class teachers to diffuse inclusive practices to colleagues in their school. Recommendations for policy makers are made which include adopting more creative approaches to PL for inclusive practice that support reciprocal learning among class and special education teachers for whole school approaches.

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Conference Strand: Researching creatively
Type of paper: Individual paper
No 44
Title: Thinking Outside the Classroom: Professional Development that Nurtures the Whole Teacher
Author(s): Trina E. Emler and Terri Broce (University of Kansas, USA)

Abstract

Recent years have called for a shift from traditional one-stop workshops, single instructor-led lectures, seminars, and similar professional development (PD) models for teachers as they have proven largely ineffective across intended outcomes (Garet et al., 2001, Bates and Morgan, 2018, Vangrieken et al., 2017). Instead, reform models for PD, professional learning communities, and conferences with more active participant involvement that utilize facilitators rather than single experts as speakers have been touted as necessary variants to the traditional models (Garet et al., 2001, Bates and Morgan, 2018, Bayar, 2014, Girvan et al., 2016, King, 2014, Vangrieken et al., 2017). This qualitative case study analyses one institution's reform model that further challenges norms through a model of radically reformed PD. The institution departs completely from the traditional school walls and locales of PD and refrain from prescribing the standard and narrow topics, objectives, and outcomes, normally associated with educator PD. Instead, through the ""Thinking Outside the Classroom"" PD, participants experience whole-person development via a powerful integration of both guided and natural conversations, challenges to traditional professional practice, opportunity for deep personal thinking and learning, and authentic experiences in the businesses and cultures that students will and do experience outside classroom walls. As such, the intention is to allow for a personalized experience that meets each participant learner where they are for individual growth and outcomes, tapping into the personal domain, a construct often missing but notably necessary for inclusion in models of PD (Boylan et al., 2018). The study utilized interviews of participants as well as first-hand observations on the trips. Participants consistently indicated profound positive shifts for mental health and wellbeing. These outcomes were strongly associated with significant and positive impact on professional practice, and in turn, on classroom and student impact and extensions. The study provides insight into models that shift teachers away from narrow and prescribed focuses of traditional and strictly education-centric PD into natural and personalized learning environments.

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Conference Strand: Researching creatively
Type of paper: Individual Paper
No 63
Title: 'It's not always about how well you teach, but who you are': Can student evaluations ever deliver a fair assessment of academic labour in higher education?
Author(s): Dr Amanda French (Birmingham City University, UK)

Abstract

Student evaluations are the most common form of evaluating teacher effectiveness among American universities and they play an increasingly important role in UK HEI's, not least since the introduction of the Teaching Excellence Framework (TEF) which uses the National Student Survey (NSS) as one of its key metrics. However, this paper explores how neatly delineated conceptualisations of student-based educational effectiveness evaluations like the NSS, more often than not, cast little light on, the actual complexity involved in teaching and learning interactions. Nor do they acknowledge the effect on students of any wider social and cultural factors such as racism, sexism and homophobia. This paper argues therefore that it is vitally important to examine how student evaluations of teaching quality often reveal more about the prejudices of students, rather than any ability to fairly and reliably evaluate the quality of the teaching professionals teaching them.

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Conference Strand: Connecting curriculums
Type of paper: Individual Paper
No5
Title: How does the Ed D influence Professional Discourse and Workplace Practices?
Author(s): Dr Rose Dolan (Maynooth University Department of Education, Maynooth, Co. Kildare, Ireland)

Abstract

Introduction

Early studies about professional doctorates tended to focus on the programme's effect on the individual student and his/her professional life with ""limited investigation of the impact on the workplace itself and on practice in its field of application"" (Boud, et al., 2018, p. 914). Wellington and Sykes (2006) found that skills developed on an Ed D programme were more inclined to enhance a student's ability to reflect on his/her practice rather than improving professional practice. More recently, Pratt et al's (2015) study established that students effected significant changes in their practice in their workplaces, findings congruent with Burgess, Weller and Wellington's (2011) study where students demonstrated increased capacities in using research, in criticality, and in making strong arguments in workplace discussions.

Methodology

Conversations with current Ed D students in Maynooth University (MU) indicates that their engagement with the programme to date has already had an influence not only on how they think about their workplace practices but also on their actions within the workplace.

This research seeks to explore the impact of the Ed D on the professional discourses and workplace practices of 2nd year Ed D students in MU. Data will be gathered through autophotography and semi-structured interviews with three students. Participants will be invited to take photographs of things that have meaning for them in relation to the research question and the interview topics and to bring those images with them to the interview. These photographs will be used as prompts during the interview to explore changes in their thinking, in their actions, and in their discourse within the context of their professional practice and in the boundary-crossing spaces between the university the workplace.

Significance

From 2019 onwards, students on the Doctor of Education (Ed D) in Maynooth University (MU) will complete a professional discourse module in each year of the four year programme. In these professional discourse modules, students will formally engage in credit bearing activities such as reflecting on the contribution of new knowledge to their practice and disseminating research to peers in practice. The findings of the research will influence the development of these new modules and will also offer the current students the opportunity to formally articulate how their learning is contributing to the development of discourse and practices in their professional spaces.

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Conference Strand: Connecting Curriculums
Type of paper: Individual Paper
No 24
Title: Connecting curriculum development, creativity and professional learning through Living Theory research.
Author(s): Dr. Jack Whitehead.   (University of Cumbria, UK)

Abstract

The focus

The focus is on an evidence-based explanation of how Living Theory research is connecting curriculum development, creativity and professional learning in local and global contexts. In Living Theory research individual practitioner-researchers generate and share their explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practice and understandings. These explanations emerge from asking, researching and answering questions of the kind, 'How do I improve this process of education here?' Each practitioner-researcher, using their methodological inventiveness, to clarify their embodied ontological values as explanatory principles in their explanations of educational influence. The ontological values are the values they use to give meaning and purpose to their professional lives in education.

Digital visual data from professional practice are used, with a method of empathetic resonance to clarify and communicate the meanings of the embodied expression of the values that are used as explanatory principles in professional learning and development. The connections between curriculum development, creativity and professional learning are analysed in the Masters and Doctoral degrees of professional educators to demonstrate how a global profession of education can be seen to be emerging from Living Theory research.

• Originality

The originality is in demonstrating that the educational knowledge-creation of professional educators is contributing to the creation of a global profession of educators with the living-theories of Master and Doctor Educators from the UK, Republic of Ireland, South Africa, Canada, Nepal, India, Pakistan, Croatia and Italy. At the heart of the originality are educational conversations that are used both as a research method and a form of data analysis.

Significance to IPDA

This paper, connecting curriculum development, creativity and professional learning through Living Theory research, will analyse its contribution to fulfilling the aims of IPDA in:

i)   Supporting and promoting professional development and learning of education practitioners and across practitioner contexts. This support and promotion includes practitioner-researcher relationships in generating Living Theory research across Education, Health, Industry, and the Police.

ii)   Stimulating independent critical discussion about policy and practice through networks and fora. This includes critical discussions through networks and fora of the Collaborative Action Research Network (CARN), The Action Learning Action Research Association (ALARA) and The Action Research Network of the Americas (ARNA).

iii)   Facilitating and disseminating research and scholarship related to professional development and learning. This includes contributions to The Educational Journal of Living Theories (2008-2019) with a focus on the use of digital visual data as evidence in explanations of educational influences in learning.

iv)   Have international reach and global conversations, connecting practitioners and practitioner educators across borders. This includes global conversations across the national borders of the UK, Republic of Ireland, South Africa, Canada, Nepal, India, Pakistan and Croatia.

v)   Actively engage with other groups with a commitment to practitioner learning. This includes a focus on an engagement with the Network Educational Action Research Ireland (NEARI).

Conference Strand: Thinking otherwise
Type of paper: Individual Paper
No 9
Title: A critical evaluation of the research methods used by Ofsted for the Inspection Framework 2019
Author(s): Miss Caroline Worthy (Cannock Chase High School)

Abstract

As part of my work on CP2 and research methodologies, I decided to complete a critical evaluation of the new Ofsted framework, from the point of view of looking at the research methods that they used to implement the new curriculum part of the framework. During my CP2 presentation, many colleagues reiterated how interesting this would be for fellow colleagues and researchers to listen to, particularly those who work in a school setting. I look at how Ofsted researched their ideas, how this fits with methodological approaches and the research methods that Ofsted used. I then look at what this means for Ofsted going forward.

Conference Strand: Thinking otherwise
Type of paper: Lightning talks (10 mins)
No 53
Title: Teacher agency and Curriclum 2014- perspectives from interviews with Year 2 and 6 teachers in two West Midlands Primary Schools
Author(s): Victoria Birmingham

Abstract

The National Curriculum in England was overhauled and reintroduced in 2014, with one of it's aims to increase autonomy for schools in the design of their curriculum. Autonomy is often linked with an increase in teacher agency creating the space for creative practices in teaching (Wilkins 2015; Priestley et al,. 2015). However the availability of the former does not necessarily result in the latter (Priestley et al., 2013; 2016; Biesta et al,. 2015).

This talk will link an ecological view of agency (Biesta and Tedder 2006) with the impact of Curriculum 2014 and its assessment policy- Assessment without levels, on Primary teachers from two West Midlands Primary Schools.

It will discuss contributing factors in the achievement-or not- of agency in light if the policy change.

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Conference Strand: Thinking otherwise
Type of paper: Lightning talks
No 28
Title: Re-making practitioner learning: conversations with tricksters
Author(s): Georgina Garbett (Birmingham City University)

Abstract

are ambiguous characters, omnipresent and magical. They take many forms as demi-gods (e.g. Loki and Krishna), folkloric animals (Coyote and Raven), and creators of the world (The Hare, Eshu)(Hyde, 2008). They are the ultimate creators, provoking change by their tricks and subterfuge. As shapeshifters and liminal creatures they unsettle and challenge the status quo, creating new worlds from old; they are troubling agents, questioners and disrupters. Tricksters can be viewed as the ""premodern avatar"" an ""embodied praxis"" (Kamberelis, 2003: 675) of post qualitative research; they challenge researchers to examine themselves, from different perspectives, changing perceptions and widening horizons. They encourage ""reflexive inter-professional practice""; ""sporadic illumination in moments of need"" and the ability to ""jolt the world out of established or habitual modes of being"" (Priyadharshini, 2012: 549, 548).

My research, which investigates the role of storytelling for practitioner-educators in nurse and teacher training, will engage Trickster Methodology alongside an autoethnographical, semi-fictional approach, to explore and disseminate my research findings. Tricksters will be my provocateurs and imaginary research partners, translating the intangible and tacit aspects of my research into palpable research stories.

References

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Conference Strand: Thinking otherwise
Type of paper: Lightning talks
No 36
Title: Working with the doctors, the medical ones! Researching and adapting a joint approach on the Isle of Arran between Arran Medical Group and Arran High School to supporting positive mental health in a community

Author(s): Mrs Suzie Dick (Depute Head, Isle of Arran EdD student, University of Glasgow)

Abstract

In 2017 a joint meeting was held between the Arran Medical Group, Health and Social Care Partnership and Arran High School to look at creating an integrated health and wellbeing strategy for the young people on the Isle of Arran. Each year the school conducts the Pupils Attitude to Self and School Survey organised through GL assessments, and using that data, along with consultation data, we could gain a reasonable picture of where we were with the mental and physical health of the young people on our island and where the opportunities were to work to work together. The approach centred upon creating better access to medical services for young people, enhancing professional learning opportunities across the medical, care and education personnel, and providing meaningful further education opportunities in the community, whether that be through mental health first aid courses, suicide prevention, or ways to promote positive mental health for them and their families. The other key partners in this were the young people, enabling them to help themselves and their friends through taster sessions, the set up of a Wellbeing Centre, introduction of nuture, and working with other external partners to promote positive mental health through sport. We are in year two of our strategy, moving from reacting to where we are now in year one, to prevention and promotion of positive mental and physical health.

Conference Strand: Thinking otherwise
Type of paper: Individual paper
No 49
Title: Using Rhythmanalysis as a framework for Equine Methodology
Author(s): Joanne Thomas, EdD student and Associate Professor Tony Armstrong

Abstract

The methodology is in the embryonic stages, which I am developing through my educational doctorate research: ""Can the equine-human relationship provide flashes of insight into operating department practice education of situational awareness""

The session considers the approaches of developing and utilising new and innovative ways to do research across different practices therefore no prior knowledge or interest in the equine is needed to participate and appreciate developing methodologies.

Equine Methodology ""is a post human approach to qualitative research that attempts to view human behaviour through equine physiology or inherent rhythms that may influence or change human understanding.""

My research is specifically concerned with using the eye of the horse as a metaphor to explore the wider pedagogical arena to understand learning from a different perspective. Within this context this brings in all the experiences the horse may have access to in the moment to influence their behaviours within that moment which will influence future behaviours and understanding (Xenophon 2006). This concept situates itself nicely to Lefebvre's (1992) theories within rhythmanalysis and of present and presence as the essence of situational awareness. Within the research methods, a triad of relationships will be explored to interpret how the equine-environment, Equine-Human and ODP- operating theatre relationships may influence ODP education within Higher Education.

Conference Strand: Thinking Otherwise
Type of paper: Individual Paper
No 45
Title: So, what are we looking at here? Using Imagery in the Classroom to Illuminate Research Concepts
Author(s): Louise McKnight (Birmingham City University, UK)

Abstract

Introduction

I started a Professional Doctorate in Education (EdD) in 2014 and found the taught sessions difficult to understand, being full of new concepts and vocabulary. I reflected on how I teach research to radiography students and that they might have similar issues. I have developed a research method using images to gather and display data, and as part of the process I sourced images to explain the evolution of my thoughts. The Society and College of Radiographers Society and College of Radiographers (2015) aim to increase the amount and quality of research in the profession, which depends in part on the role of Higher Education Institutes in enthusing students and preparing them for a professional life in which research is central. Therefore, I used some of the images I had collected to help students understand concepts I had previously struggled with, in an effort to reduce the sometimes-perceived mystery around research.

What I did

As a diagnostic radiographer I have spent my life making and interpreting images and continue this in my teaching, using words and textbook images supplemented with diagnostic medical images to help students learn about anatomy. In an innovative move, I brought my previously collected images into teaching research. These are not images traditionally seen in research but do help students to understand new concepts and vocabulary. Further, I use radiographic images I made in our clinical simulation facilities to explain thematic analysis. These form part of my presentation.

Results

Students have a greater understanding of methodology and consequent method choices, evidenced by a more even split between quantitative and qualitative methods in their assessments. Those students working within the qualitative paradigm are implementing their chosen method far better than in previous years, as a result of better understanding.

Conclusion and Discussion

Images are central to the work of radiographers, and we are accustomed to observing and interpreting them. Using an increasing number of diverse images in teaching can facilitate student understanding and maintain their interest in what they may perceive to be a difficult subject to understand.

Society and College of Radiographers, 2015. Society and College of Radiographers Research Strategy 2016-2021 [online]. https://www.sor.org/sites/default/files/document-versions/research_strategy_final_4.pdf [Accessed Access Date 22.5.19]

Parallel Session 5: 12:15 – 13:15

Conference Strand: Creative professional learning
Type of paper: Individual paper
No 13
Title: Becoming a teacher: Helping student teachers managing their own professional learning through reflective practice
Author(s): Dr Martin Hagan (St. Mary's University College)

Abstract

When teaching as determined by past experience does not achieve what is intended, reflection is a recognised tool which teachers can use to help determine future action (Cochran-Smith, 1991). Reflective activity can help re-interpret pedagogy; fashion more successful strategies; and promote 'self-authorship' (Hodge et al. 2009) and personalisation of professional learning. This study explores the extent to which systematic, critical reflection can help student teachers manage their emerging identity as teaching practitioners and enhance their professional knowledge, understanding and ultimately, practice in this way.

The study is interpretative and embedded within a co-constructivist paradigm. It considers the experience of a purposive sample of six students engaged on the first year of a four-year teacher education programme. Data were collected from individual episodic documents along with semi-structured interviews, conducted one year apart. Data were then subjected to a thematic analysis, underpinned by a hermeneutical, dialectical and interpretative approach.

The findings suggest that at the outset, the participants found the concept of reflection difficult to comprehend as it conflicted with the highly structured, didactic experience they had previously had as pupils in school. Structured reflective activities were seen to help clarify the range of professional learning experiences gained during the first year of study and support the students' changing sense of professional identity. Greater challenge arose however as less-structured approaches were adopted, which when combined with the practical demands of everyday teaching alongside the bureaucratic burden emerging from university requirements, meant that the students tended to reflect in less meaningful ways.

If the benefits of reflective activity are to be harnessed to best effect, more creative approaches need to be adopted to help neophyte teachers develop a sense of professional autonomy and take greater ownership of their professional learning and development as teachers. They need to be given time to engage more effectively with their professional learning in a range of different ways, along with appropriate support to balance the demands of classroom practice and university requirements with what Hatton and Smith (1995) describe as the more esoteric dimensions of teacher development. The study relates to the conference theme of creative approaches to professional learning and development and makes a contribution to the understanding of reflective practice in the early stages of teacher learning. It also has the potential to contribute to the wider discourse on the continued professional development of teachers.

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Title: Dialectic Tensions and Loose Coupling in Post-Primary Professional Development: The Case of TL21
Author(s): Dr Anthony Malone   (Department of Education, Maynooth University)

Abstract

Teaching and Learning for the 21st Century (TL21) is a long-standing professional development programme for post-primary teachers in Ireland which affords significant opportunity to exercise agency in shaping and pursuing their own professional development needs. The programme is provided by the Department of Education, Maynooth University in co-operation with ten of the regional Education Centres across Ireland.

Originally funded by Atlantic Philanthropies from 2003-2013 the TL21 programme has continued to advance and take on new features. As the external funding from Atlantic Philanthropies drew to an end, the Department of Education and Skills (DES) was invited to take to a more proactive role in funding the initiative. Securing sustained funding from them brought new and significant opportunities but also introduced centralised calls for alignment with major national and international policies as well as nationally agreed performance criteria. A dialectic tension emerged between addressing the needs of the system, the needs of the school and the needs of the teacher. Weick's concept of 'loose-coupling' has been drawn on in this paper as a means through which to examine this reality. Coupling describes the extent to which components of a system are linked to each other and the extent to which changes, imperatives or actions in one component may affect the other.

This paper will explore the role of TL21 as a deliberative loosely coupled professional development system operating within the rigours of a tightly coupled national system. It will explore how the programme works within that space and how it seeks to both problematise and shape national professional development policy in post-primary education. This paper will explore the inherent capacity of the TL21 professional development programme to tighten connections within a loosely coupled system at short notice and when necessary.

Our research has convincingly shown that a loosely coupled model allows for a greater degree of teacher agency and consequently a greater positivity, capacity for self-critique and reflection. Where teachers work in loosely coupled ways and engage in collaborative reviews of their own work (within and across schools) they readily enhance their capabilities for perceptive analysis and constructive practical action. In doing so, they build their capacity as resourceful, articulate practitioners, with the confidence to publically share illuminating and convincing accounts of their professional work. This entails working cooperatively in research informed ways where the kinds of knowledge we gather and prioritise is broad-based and not singularly focused on reductive definitions of achievements of learning (test scores, examination grades and academic results). Moreover, it draws attention to and affords equal significance to more complex and enriching criterion such as practices and attitudes to learning (improved student engagement and responsiveness to their learning tasks).

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Conference Strand: Researching creativity
Type of paper: Individual paper (62)
Title: Educational consultancy, teacher agency and displaced professionalism
Author(s): Dr Stephen Griffin (Birmingham City University, UK)

Abstract

An analysis of the findings of a doctoral study into the lived experience of the construction and appropriation of learning theory in English schools. This paper draws upon research carried out within a range of educational settings; primary and secondary, academies, faith and grammar schools into the ways in which teachers engage with, and appropriate, new educational theories of learning to learn – many of them informed by current discoveries in Neuroscience. Key discursive objects arise from the analysis of interview data; the normalisation of external intervention, inter and intra-regulatory performative practices, marketisation and neuro-fascination, teacher marginalisation through consultisation and displaced professionalities. The paper concludes with an exploration of how this potentially repositions teachers as being increasingly reliant on educational consultancy at the cost of individual and collective agency.

Conference Strand: Researching creativity
Type of paper: Individual Paper
No 64
Title: 'It's not always about how well you teach, but who you are': Can student evaluations ever deliver a fair assessment of academic labour in higher education? Challenging orthodoxies/taking risks : new imaginings in practitioner teaching and learning
Author(s): Dr Amanda French (Birmingham City University, UK)

Abstract

Student evaluations are the most common form of evaluating teacher effectiveness among American universities and they play an increasingly important role in UK HEI's, not least since the introduction of the Teaching Excellence Framework (TEF) which uses the National Student Survey (NSS) as one of its key metrics. However this paper explores how neatly delineated conceptualisations of student-based educational effectiveness evaluations like the NSS, more often than not, cast little light on, the actual complexity involved in teaching and learning interactions. Nor do they acknowledge the effect on students of any wider social and cultural factors such as racism, sexism and homophobia.   This paper argues therefore that it is vitally important to examine how student evaluations of teaching quality often reveal more about the prejudices of students, rather than any ability to fairly and reliably evaluate the quality of the teaching professionals teaching them.

Conference Strand: Thinking otherwise about method and methodology in near-to-practice research
Type of paper: Individual Paper
No 8
Title: Reflections: using grounded theory methodology to research attitudes to assessing literacy across the curriculum
Author(s): Mrs Suzie Dick (Deputy Head, Isle of Arran EdD student, University of Glasgow, UK)

Abstract

In this paper I will look to reflect on the use of Charmazian grounded theory methods when researching the perceptions of faculty leaders in a Scottish secondary school of the literacy standards in the classroom and how confident they are, as faculty leaders, at assessing these within the Broad General Education Phase. My trial study focussed on what standards of literacy are expected across different faculty areas, how these are assessed and how they are supported to assess language in practice against the curriculum for excellence benchmarks. I explored these views further in the spirit of a constructivist grounded theory approach as informed by Charmaz (2014).

I trialled two research instruments; a focus group of 45-60 minutes in length, consisting of six faculty leaders and used the initial data gleaned from that to begin the process of memoing, categorisation and coding, I then interviewed two faculty leaders using purposeful sampling based on the outcomes from the focus group.

Grounded theory was indicated in this study as little has been written about literacy across the curriculum from a faculty leaders perspective in a small rural secondary, the need for a theory to have explanatory theory - in this case what the faculty leaders thought and why within the context of the school and the relationships that exist within, and that there is a clear process within the research situation that can be explained by grounded theory methods i.e. it serves to explain the phenomenon being studied (Birks and Mills, 2010, p.17).

This paper intends to outline the grounded theory approach taken and highlight the keys features of the approach that were of particular relevance to this study, followed by reflection on the data collection methods. From there I will move onto the analysis of the data collected, and interpretation of such, with the focus on process and the use of a storyline reflecting on what I have learnt about the application of grounded theory and how this will inform my future research, finally looking at theoretical sensitivity and what is necessary in a process that is iterative and evolving.

References

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Conference Strand: Professional Change and Resilience
Type of paper: Individual Paper
No 48
Title: Waiting for the Event: A Case Study of Primary Teachers' Professional Identities and the Impacts that they have
Author(s): Mr. Nathan Douglas Birmingham City University

Abstract

Professional identity construction is understood to be influenced from a range of factors that result in people navigating and managing multiple identities. However, no research has sought to study the impact of teachers' professional identity perceptions.

Research into the perceived impact of professional identities comes at an important time for education, as the draft Office for Standards in Education (OfSTED) framework (2019) threads and weaves outcomes of a school's curriculum on its pupils at the core of the framework's rationale. OfSTED are focusing more on the role of the teacher on the school's outcomes at the same time that the educational climate is ""bleak,"" with rising numbers of students and decreasing numbers of teachers (Worth, 2018). Indeed, Foster (2019) reports that last academic year, teacher recruitment was below target in most subjects and notes retention as a worrying issue: ""the number of teachers leaving the profession was higher than the number entering for the first time on the current series... The number of... qualified teachers recorded as leaving... has increased year-on-year"" (p.11).

Little research has actively sought to explore the impacts that a teacher's professional identity has. As the teacher is the single main influence on outcomes in the classroom, and in light of the current educational context, researching this 'gap' in the literature is a relevant and purposeful undertaking.

This study was undertaken in a large, multicultural primary school in Birmingham, with seven qualified teachers, who all have a range of experience and responsibilities. This research used questionnaires and follow-up walking interviews to research the primary school teachers' perceptions about their 'professional identity' and the constructions and impacts that they believe these to have upon their professional practice.

The results found that teachers largely perceive their professional identity to be insecure, changeable and multiple, and made up of several parts. The overall impact of these perceptions was in the non-academic aspects of practice, such as social understanding, skills and values on their relationships with the children.

These findings introduce four proposals of identity construction phases that are present in the setting that was studied: I/DEN/TITY, I/DENTITY, ID/ENTITY and finally, I/DENT/ITY. Evaluation of the different impacts that these phases seem to have is offered. These stages could be used in further research for settings to train teachers to a level where their professional identities have a high, positive impact on their learners.

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Conference Strand: Connecting curriculum development, creativity and professional learning
Type of paper: Individual Paper
No 34
Title: Learning in response to Changing Curriculum and Assessment in England
Author(s): Ms Laura Molway (University of Oxford, UK)

Abstract

This paper reports on an investigation of the professional learning (PL) of secondary school teachers in England during a time of curriculum change and innovation. The study focuses on teachers of second languages (L2) in England. Many L2 teachers and researchers expressed dissatisfaction with the previous versions of the national curriculum and GCSE examinations, which were thought to have a negative washback effect on the quality of languages teaching. In 2014 an Ipsos Mori poll found that 'generally it is recognised that teachers are not teaching languages the way they would like to and do not feel that they have the scope to innovate' (p.42). However, in recent years there have been many changes to the way in which languages are assessed in secondary schools in England: in 2014, a new national curriculum was introduced, and schools were given the freedom to devise their own assessment systems. These changes were followed by significant structural changes to the GCSE and A Level languages examinations, which were introduced in 2016 and awarded for the first time in 2018.

In a best-case scenario it is possible to imagine that sweeping changes in curriculum and assessment structures could act as a catalyst for teachers to re-evaluate their pedagogy and curriculum content with the potential to transform their teaching and improve the outcomes of their pupils. This paper therefore investigates the question: to what extent do recent changes in curriculum and assessment structures create affordances for L2 teachers' PL?

Self-report data were collected via online surveys from 54 MFL teachers located in 14 secondary schools in the South-East of England. Teachers reported their recent PL experiences, their sense of self-efficacy for classroom teaching (assessed via the short-form Teacher Sense of Efficacy Scale (TSES) designed by Tschannen-Moran & Hoy, 2001) and the extent to which they felt able to innovate in their classrooms. Survey data were followed up with in-depth semi-structured interviews with six Heads of MFL Departments, enabling a process of triangulation.

Findings suggest that the potential for in-depth consideration of teaching and learning in relation to changing assessment structures has not been fully realised. Many teachers have relied on ready-made solutions to help them cope with the pace of change. I also highlight the mediating role of Heads of Departments in determining local responses to external change agendas, which were interpreted variously as opportunities for innovation or as threats to established ways of working. Overall the findings support those of Lam et al. (2010), who found that school environments that encourage feelings of teacher competence, autonomy and collegial support can foster teacher motivation towards innovation.

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Conference Strand: Connecting curriculums
Type of paper: Individual Paper
No 42
Title: Curriculum materials as mediators in professional learning: The role of schemes of work in a national Primary Linguistics programme
Author(s): Professor Mike Coldwell, Dr Nicholas Moore and Dr Emily Perry (Sheffield Hallam University, UK)

Abstract

Curriculum materials, by which we mean schemes of work, lesson plans, teaching materials and classroom artefacts, are important elements in school practices and processes. They influence and inform (and in turn are influenced and informed by) other school practices, both internal and external, including assessments, local and national policies, staff structures, pedagogic trends and teachers' knowledge and beliefs, and, in part, embody the lived experience of the classroom.

In response to internal and external forces, the development and/or adaptation of curriculum materials is frequently carried out by teachers. The intention is that changed curriculum materials will lead to changes in classroom practice. Indeed, this type of activity is often used in professional development programmes with the aim of leading teachers to adopt new or changed practices as a result. However, the role of curriculum materials in teacher professional development is largely unresearched.

In this paper we draw on the evaluation of Integrating English, a national study funded by the Education Endowment Foundation (https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/integrating-english/) to address the question: how and in what ways do curriculum materials operate to mediate between professional learning and professional practice? The study was a trial of a functional linguistics programme in English primary schools, which aimed to make the role of language in school subjects transparent, especially to children with EAL (Rose and Martin 2012). A key part of the programme was support for teachers to trial, adapt and develop schemes of work (SoWs) in order to embed their learning from the professional development. We use data from detailed case studies of fourteen of the schools to examine the extent to which the development of SoWs acted to lead to change in classroom practice, and therefore played a role in the participating teachers' professional learning.

We found that the development of schemes of work varied from assuming strong alignment with existing school approaches to genuinely new, collaborative development leading to changed practices. The different approaches were related to an array of reasons, centring on the degree of flexibility and embeddedness of pre-existing approaches; the school's culture and expectations around collaborative curriculum development; and the roles and approaches of the individuals involved. Further, we found that SoWs proved a suitable device to translate new teacher knowledge into classroom activity, that they reflected organisational characteristics of the school and that, despite varying in format, SoWs easily accommodated adoption and adaptation of the training programme objectives.

Drawing on theorisations including Boundary Theory, particularly the concept of Boundary Object (Star 2010; Coldwell and Willis 2017) and Actor Network Theory (Fenwick and Edwards 2010), we draw on these findings to present a model of the ways in which, curriculum materials function, as crystallizations of school and curriculum practices, within teachers' professional learning to influence changes in curriculum and in turn practices of teachers and schools. We highlight, in particular, the

potential learning from this study to generate understanding of how the creation or adaptation of curriculum materials can be used to mediate between practice and professional learning.

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Conference Strand: Thinking otherwise
Type of paper: Individual Paper
No 67
Title: Becoming an Excellent Teacher: Role of creativity in Professional Learning
Author(s): Dr Balwant Singh (Partap College of Education, Ludhiana)

Abstract

The paper aims to investigate role of creativity in professional learning of teachers. Creativity is key to a continuing reassessment of beliefs, values, perceptions and professional commitments. Teachers need to be creators of knowledge and thinking professionals, so their professional learning activities must base on creative process. This manuscript reports the findings of a qualitative study that examined 15 Indian school teachers' experiences through in-depth interview. Research questions include (1) how teachers develop professionally when they focus more on creative learning, and (2) how such development can be supported and enhanced during initial teacher education or professional development activities. Data analysis suggests that a one-size-fits all model to professional learning is not working for all. Development of reflective, accomplished and enquiring learning professionals depends on creative learning activities. Teacher' professional learning is situated in contexts that includes the interaction between the individual and the environment. Teachers learn from experiences and actively shape these contexts in a creative and innovative fashion. Creativity plays a crucial role in professional and personal development of teachers. These findings have implications for future development and research on professional learning of teachers.

Conference Strand: Thinking otherwise
Type of paper: Individual Paper
No 18
Title: For the love of students! Implications for professional learning in higher education -
challenging orthodoxies and re-imagining student experience
Author(s): Emmajane Milton, Judith Penikett, Dr Chris North, Erin Simpson and Greg Spencer (Cardiff
University, UK)

Abstract

Summary: This paper explores student perceptions of their student experience and highlights the features they identify with a positive and supportive experience for learning. This study is based on a detailed thematic analysis of over 900 student responses to an online survey and is supported by analysis of in-depth conversations, held with three focus groups, around the emerging themes. Importantly the findings from this work have far reaching implications for professional practice which aims to inform the design and development of professional learning experiences for those on the 'front line' with students in Higher Education - the dominant discourse is a call for a greater emphasis on understanding, integrity, contact and kindness.

Focus: In the current climate of increasing metrics orientated around student experience this project focused on eliciting greater understandings about student's experiences and explored their perceptions of the characteristics of practice that were most supportive to their learning and progress. There are important implications for professional learning of all student facing staff in Higher Education contexts and a call for a creative approach to be adopted in meeting the needs of students as they progress through their studies.

Methods: This mixed method study drew on data from over 900 students from one Higher Education Institution in the UK who were studying across all academic schools and at all levels of study. This data was collected through an online survey and was followed by a three in-depth focus groups designed to enable the key and emergent themes to be explored. The data collected produced an incredibly rich and detailed data set which was subjected to a reflexive thematic analysis.

Results: The results of this research gave an insight to the characteristics, attributes and behaviours that students associated with excellent experiences - interestingly the emergent themes were largely shared across all disciplines and levels of study. The findings highlighted aspects of practice that students felt made a tangible difference to their learning experiences and progression - remarkably they predominantly coalesced around ideas associated with humanity - the place and presence of understanding, integrity, contact and kindness. The narrative was strong around both the essential place and presence of humanity in students learning relationships in academia. It illuminated how it can be enacted and what these students perceived as 'quality' in relation to this - perhaps calling for a re-imagining or re-prioritizing in this regard.

Conclusions: This paper raises questions for those in Higher Education who are responsible for the professional learning of all staff involved with student experience and learning. It asks, on the basis of this rich student experience data, whether the importance of humanity is valued highly enough and whether there is a strong enough consideration of the consequences and impact of our actions if it is not. It celebrates the characteristics of what seemingly makes a positive impact on students learning and progression and argues for a re-imagining or re-prioritizing of the importance of understanding, integrity, contact and kindness.