International Professional Development Association
Annual International Conference 2017

THE COMPLEXITY OF PROFESSIONAL AND INTER-PROFESSIONAL LEARNING

24th and 25th November 2017

The Vale Resort, Vale of Glamorgan, Wales

http://ipda.org.uk

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IPDA is holding its 50th conference at a particularly interesting time for the future of professional learning. Education policy internationally continues to pull the teaching profession in opposing directions. On the one hand we see a trend towards an over-simplified view of what it means to be a teacher. A view which sees subject knowledge and personality as the paramount attributes of a teacher. An alternative view recognises the increasing complexity of curriculum, learning and teaching and envisages an enhanced view of teaching as an increasingly collaborative endeavour founded on a commitment to career-long professional growth. IPDA has a distinguished record as a a contributor to our understanding of professional learning and as a counterbalance to such unhelpful polarisation.

It is particularly relevant that this year's conference is being held in Wales - an education system that is engaged in transformational change founded on an enhanced role for schools and a commitment to professional learning.

I am looking forward very much to meeting colleagues at the conference and to addressing matters critical to the futures of all of our young people.

Professor Graham Donaldson

Friday 24th November 2017

09.00 – 09.30	Registration: Entrance Area for Morgannwg Suite
09.30 – 09.45	Welcome by the IPD chair Dr Coleen Jackson.
09.45 – 10.30	Keynote and presidential address: Reimagining Professional learning. Professor Graham Donaldson, University of Glasgow.
10.30 – 11.15	Syndicate group discussion and conference response to Prof Donaldson
11.15 – 11.30	Tea/coffee break
11.30 – 13.00	Research Presentations: session 1

Morgannwg A	Morgannwg B	Castle A	Castle B
Mike Coldwell; Bronwen Maxwell Paper: Logic models in educational CPD evaluation: a grounded critique	Ramesh Chand Paper: Inter-professional learning between teacher educators and school-teachers	Rakesh Sandhu, Devinder Singh Dhaliwal Paper: Inter-professional learning between teacher educators and school-teachers	Chander Shekhar Paper: Inter-professional education and learning: Need of the time to optimize professional ability of the present professionals
Pauline Smith, Rebecca Raybould et al. Workshop: CPD Standard Pathway Tool for use in schools, colleges and universities	Vijay Kumar Paper: Attitude and the vision - The big complexities of the professional and inter-professional learning	Liz White, Miranda Timmermans Workshop: Identifying Professional challenges of school- and institute-based teacher educators	Stuart Mitchell, Kevin Crimmons, Helen Holder Workshop: The professional identity of Health and Education academics unpicked using Bernstein's code.
Fiona King, Orla Ní Bhroin; Anita Prunty Paper: The Complexity of Irish policy and practice for inclusive education: Implications for professional learning.	Emily Perry et al. Paper: Transnational professional development in English mathematics education: Transfer or translation?		

13.00 – 13.45	Lunch

13.45 – 14.30	**Keynote: Designing and managing public policy in a complex adaptive system** **Professor Tony Bovaird, University of Birmingham**
14.30 – 15.15	**Syndicate group discussion and conference response to Prof Bovaird.**
15.15 – 15.30	**Tea / coffee break**
15.30 – 17.00	**Research Presentations: session 2**

Morgannwg A	Morgannwg B	Castle A	Castle B
Phil Taylor Paper: The complexity of teacher professional growth - building and journeying.	Fiona King, Margery McMahon Paper: Leadership learning in initial teacher education.	Manpreet Kaur Paper: Inter professional collaboration in Professional Journey: working together for a better future	Hilary Lee Roundtable: An exploration of the ways in which teachers navigate tensions in their professional lives
Hazel Beadle Roundtable: 'Can I count on your support?' - Perceptions of academic staff supporting the dissemination of practitioner research	Linda Evans Paper: Professional development and leadership: Are they the same thing? What – if anything – distinguishes them?	Miranda Timmermans Workshop: Towards a pedagogy of school-based teacher education. Developments in and ideas from the Netherlands	Suzanne Culshaw Workshop: Exploring what it means to be struggling as a teacher
Hazel Bryan, Bob Burstow Paper: Ethics in close-to-practice research	Emmajane Milton, Caroline Daly, et al. Paper: A national survey of induction and mentoring in Wales: complexities and implications for professional learning		

17.00 – 18.30	**AGM**
19.30	**Conference dinner followed by speech from Nick Samuel and presentation of IPDA Fellowships and prizes**

Saturday 25th November 2017

09.15 – 10.00	Keynote: 'Bridge over troubled water': Rebuilding professional learning in landscapes of educational complexity. Prof Rachel Lofthouse , Leeds Beckett University.
10.00 – 10.45	Syndicate group discussion and conference response to Prof Lofthouse
10.45 – 11.45	Research Presentations: session 3

Morgannwg A	Morgannwg B	Cowbridge	Pendoylan
Leo Chivers Paper: Shared Horizons: Learning in the inter-zone of inter-professional working for children	Judith Penikett, Emmajane Milton, Caroline Daly. Paper: Welsh mentor reflections when concluding long term mentoring relationships: opportunities for learning, growth and reflection	Ewan Ingleby Paper: Reading between the lines: The consequences of performativity for the professional development of educators in schools in England	André Koffeman, Marco Snoek Paper: Identifying context factors as a source for teacher professional learning
Claire Roberts Roundtable: Professional learning and factors that may influence transition from one professional arena to another	Caroline Daly, Emmajane Milton Roundtable: External mentoring for new teachers: mentor learning for a change agenda	Okunade Atinuke, Balogun Muhsin Paper: Modern challenges facing the teaching profession in Nigeria and suggested solutions	Hazel Bryan, Coleen Jackson Workshop: Writing for Publication

11.45 – 12.00	Tea/coffee break
12.00 – 13.00	Research Presentations: session 4

Morgannwg A	Morgannwg B	Cowbridge	Pendoylan
Emily Perry, Mark Boylan Workshop: Analysing professional development facilitators' purposes, knowledge and skills	Alexandra Morgan, Caroline Daly, Emmajane Milton, et al. Paper: Mentoring for classroom inquiry: From 'narratives of validation' to deeper, critical examination of pedagogy and professional learning	Helen Lewis, Jane Waters Paper: Record, re-examine and reflect: how dialogue based on video reflection can support teachers' professional learning	Fayyaz Ahmad Faize, Muhammad Arshad Dahar Paper: Investigating the quality of written and oral argumentation with university students.
	Emmajane Milton,	Ben Appleby	Hazel Bryan

	Andrew James Davies, et al. Roundtable: Headteacher recruitment, retention and professional development in Wales: challenges and opportunities (and maybe some inter-professional support and learning)	Roundtable: Generating inter-professional insight into the complexities of doctoral study, and resilience required for successful: learning from each other, a reflective discussion	Paper: Radicalisation and the Teacher: professional learning and development needs in light of the Prevent Duty 2015 and Counter-Terrorism and Security Act 2015
13.00 – 13.30	**Close of Conference** by the IPDA chair Dr Coleen Jackson.		
13.30 - 1415	**LUNCH**		

Professor Graham HC Donaldson CB MA MEd DLitt (Hon) FRSA
Reimagining Professional Learning

A former teacher, Graham Donaldson headed Her Majesty's Inspectorate of Education (HMIE) from 2002-10. He radically reformed the approach to inspection, combining external accountability with self-evaluation and capacity building. As chief professional advisor to Ministers on education, he has taken a leading role in a number of major reform programmes, including Scotland's major reform of its curriculum.

Following retirement from HMIE, his report '*Teaching Scotland's Future*' (2011), made 50 recommendations about teacher education in Scotland which have all been accepted by the government and are the subject of an ongoing reform programme. He has also undertaken a review of the national curriculum in Wales and the 68 recommendations in his radical report, 'Successful Futures' (2015), have also been accepted in full and embodied in a major, long-term reform programme.

Graham has worked as an international expert for OECD, participating in reviews of education in Australia, Portugal, Sweden and Japan. He is, was made a Companion of the Order of the Bath by the Queen in 2009 and given the Robert Owen Award as an Inspirational Educator by the Scottish Government in September 2015.

In addition to various forms of consultancy and continuing to act periodically as an international expert to OECD projects, he was appointed as an Honorary Professor in Glasgow University in 2011 and an advisor to the Minister for Education and Skills in Wales in 2015. Graham is also a member of the First Minister of Scotland's International Council of Education Advisors (2016).

Professor Tony Bovaird
Designing and managing public policy in a complex adaptive system

Tony Bovaird is Emeritus Professor of Public Management and Policy at INLOGOV, University of Birmingham, UK and Director of
Governance International, a non-profit organization working throughout Europe. His research covers strategic management of public services, performance measurement in social policy, evaluation of public management and governance reforms, and user and community co-production of public services. In recent years, he has acted as advisor on co-production to the UK Cabinet Office, the Scottish Joint Improvement Team and the Welsh Government and has just returned from a tour of Australia and New Zealand, advising governments and researchers on how to implement co-production in social and other public services. He has undertaken research for UK Research Councils, the European Commission, many UK government departments, LGA, National Audit Office, and many other public bodies in the UK and internationally. He is co-author (with Elke Loeffler) of *Public Management and Governance* (Routledge, 3rd edition 2016).

Professor Rachel Lofthouse
"Bridge over troubled water". Rebuilding professional learning in landscapes of educational complexity.

Rachel Lofthouse is Professor of Teacher Education in the Carnegie School of Education at Leeds Beckett University. Rachel has a specific interest in the link between practice development and professional learning for teachers and educators, based on innovative pedagogies and curriculum design and collaborative practices for coaching and mentoring. Over eighteen years as a teacher educator and researcher (seventeen of which were at Newcastle University) she has worked with teachers at all stages of of their careers. She supports them in building their workplace expertise based on developing critical reflection and their ability to contribute to, and draw productively on, the evidence base for teaching and learning.

Dr. Ben Appleby Birmingham City University, England **Roundtable** Generating Inter-professional insight into the complexities of doctoral study, and resilience required for successful: learning from each other, a reflective discussion	**Focus:** the concept of 'resilience' as a characteristic or component for success will be explored. **Inquiry Approach:** reflection by doctoral educators and doctoral students upon their experiences of being engaged in, or supervisors of, doctoral study. **Significance:** Findings from the round table discussion will be used to identify an inter-professional understanding of resilience, from professionals that have insight from different doctoral programmes. The findings will be used as a basis to articulate the current 'fit' with contemporary models of resilience. Completion rates of doctoral study, particularly for part-time students can be as low as 50% (Ketefian and Redman, 2015). A contemporary and inter-professional understanding of resilience in this area of professional development is timely, given the agenda of many universities and areas of professional practice which target an increase of employees educated to doctoral level.
Dr Hazel Beadle University of Chichester, England **Roundtable** 'Can I count on your support?' - Perceptions of academic staff supporting the dissemination of practitioner research	**Focus:** Beyond the expectation that academic staff will model research output capabilities (Murphy, 2017), many academic staff want to help practitioner researchers disseminate their research. The approach is one which contributes to evidence-based practice, ensuring investment of school resources where the desired effect has been proven (Davis, 1999; Kratochwill et al, 2013). This roundtable explores the initial findings from a study of academics' perceptions of (1) the feasibility of discussions between themselves and practitioner researchers regarding the nature of that support and (2) the issues academics encounter with regard to support provision. **Research approach:** The discussion draws upon the initial findings derived from an analysis of the perceptions shared by 20 academics based within 11 education institutes/departments. **Key findings and significance:** The study highlights the complexity of the support role, indicating many academics have sought to engage practitioner researchers in dialogue regarding their support needs, and continued to use this approach even when it has proven unsuccessful. The study identifies numerous factors influencing support provision, including a legacy associated with fulfilment of the student :tutor role. Noting the influence of the operating practices within the respective Higher Education Institutions, academics are identified to be influenced by the perceptions they hold in relation to the support they received at a similar point in their research career. Davis, P. (1999). What is Evidence-Based Education? *British Journal of Educational Studies,* 47(2) 108-121 Kratochwill, T., Hitchcock, J., Horner, R., Levin, J., Odom, S., Rindskopf, D. and Shadish, W. (2013). Single-case intervention research design standards. *Remedial and Special Education,* 34(1), 26-38.

	Murphy, T. (2017). Revising the Research Excellence Framework: Ensuring quality in REF2021, or new challenges ahead? *Perspectives: Policy and Practice in Higher Education,* 21(1), 34-39.
Professor Hazel Bryan University of Gloucestershire, England **Paper** Radicalisation and the Teacher: professional learning and development needs in light of the Prevent Duty 2015 and Counter-Terrorism and Security Act 2015	The Counter-Terrorism and Security Act 2015 places a statutory duty on public bodies - including schools - to have "due regard to the need to prevent people from being drawn into terrorism" (DfE, 2015, part 5, chapter 1, section 26 -1). The 'Revised Prevent Duty Guidance for England and Wales' states that "Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas"(DfE, 2015, p. 11). On the one hand then, schools are presented with the statutory requirement to provide opportunity for pupils to discuss extremist ideas, whilst on the other having clear mechanisms to identify (and refer to Channel) those at risk of radicalization. This research explores the professional learning and development needs teachers are now identifying as they fulfil their Prevent Duty.
Professor Hazel Bryan[1] Dr Bob Burstow[2] [1]University of Gloucestershire, [2]Kings College, London, England Ethics in close-to-practice research	**Focus:** The notion of the 'teacher as researcher' has been in the education lexicon since Stenhouse first coined the phrase in 1975, and whilst teachers have long engaged in varying degrees of research, school-based research is currently enjoying something of a renaissance. Whilst fully supportive of current school-based research initiatives, the Research Ethics Group (established by members of the Council of Church Universities and Colleges) became concerned about the place of ethics in school- based research. **Research Approach**: Building on research undertaken by Burstow and Bryan over the last four years that has highlighted a dearth of understanding or engagement with research ethics in schools this empirical research engages with approx. 100 schools to explore the ways in which research-active schools are aware of, and using, ethical guidance in their research practices. **Significance:** The Research Ethics Group, including the 100 participating schools, are using the research findings to develop an artifact that will support teachers in developing an understanding of how to research ethically.
Dr. Ramesh Chand Associate Professor C R College of Education Hisar, India **Paper** Inter-professional learning between teacher educators and school-teachers.	**Focus:** The aim of this paper is to study the teaching style of teachers, learning-style of the students and the impact of socio-economic status on the learning of the students. The data was collected from 30 schools. **Research Approach:** Semi-structured Interview and observation techniques were used to collect data. The results show that most the teachers are using traditional chalk and talk teaching style. Creative and critical thinking is not developed and there is emphasis on content transmission. The teacher-educator trained the school teachers and supervised their teaching. Suitable feedback was provided to them. Students belonging to low socio-economic status have no inclination towards learning. The school teachers shared their teaching style students' learning style, and administrative problems. **Significance:** Teacher educators too learnt about the gap between theory and practice and the problems faced by school teachers.

	Such collaborative efforts enhanced the professional development of all stakeholders. Barr, H. (1994). *Perspectives on Shared Learning*. London: CAIPE. Barr, H. (1998). Competent to collaborate: towards a competency-based model for inter-professional education. *Journal of Inter-professional Education and Care*. 181-188. Barr, H., Hammick, M., Koppel, I. and Reeves, S. (1999). Evaluating inter-professional education; two systematic reviews for health and social care. *British Educational Research Journal* 25(4) 533-54 5.
Leo Chivers University of Hertfordshire, England **Paper** Shared Horizons: Learning in the inter-zone of inter-professional working for children	**Focus:** The post-Every Child Matters (ECM) (DfES 2003) climate for Children's Services can said to be one of uncertainty in the sector. This includes professionals who 'cross multiple types of boundaries and to share ideas and insights' (Wenger, McDermott, et al., 2002: 123). **Research approach** uses phenomenology to explore how interactions between different professionals are experienced and how they learn within and from these encounters. An ontological focus is applied to explore professional life in a holistic way. Data collection involved '*lived experience accounts'* (van Manen 1990), interpretative interviews and focus groups, capturing authentic professional voices. **Key findings and significance:** interpretative data analysis has led to insights into complex, (inter)-professional work and learning. Practice implications include suggestions for collaborative learning and arts-based inquiry to develop Interprofessional (IP) practice, emphasising the significance of the phenomenological attitude for practice research. It argues that the approach offers vitally alternative perspectives to the dominant discourse that entrenches performative accountability, enabling diverse professionals to develop shared horizons. DfES (2003). *Every Child Matters* (Cm. 5860). London, HMSO. van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. London, Ontario: State Univ of New York Pr. Wenger, E., R. A. McDermott and W. Snyder (2002). *Cultivating communities of practice: A guide to managing knowledge.* Harvard Business Press.
Mike Coldwell; Dr Bronwen Maxwell Sheffield Hallam University, England *Paper* *Logic models in educational CPD evaluation: a grounded critique*	**Focus:** The use of logic models (Rodgers, 2008) to lay out the process steps from inputs to outcomes of programmes has become ubiquitous in social policy evaluation. In recent years, they have become of more interest in education as they have been promoted by policy makers and funders. Yet the use of logic models has been questioned on the grounds that they can give a veneer of theoretical sophistication to a simplistic, instrumentalist perspective on the social world (Astbury and Leeuw, 2010). In this paper, we reflect on our experience of logic models in our evaluation practice. **Research Approach**: A focused critical review of evaluations of CPD implementation examining of the benefits and limitations of such models, their underlying assumptions and their theories of action or change. **Significance**: We conclude that if the issues raised here are surfaced and addressed, logic models can be useful, but they

	require careful forethought.
	Astbury, B. and Leeuw, F.L., 2010. Unpacking black boxes: mechanisms and theory building in evaluation. *American Journal of Evaluation*, 31(3), 363-381. Rogers, P.J., 2008. Using programme theory to evaluate complicated and complex aspects of interventions. *Evaluation*, 14(1), 29-48.
Dr Mark Connolly[1] **Emmajane Milton**[2] **Dr Andrew James Davies**[3] **Dr Rhian Barrance**[4] [1,2,4]Cardiff University; [3]Aberystwyth University; **Roundtable** Headteacher recruitment, retention and professional development in Wales: challenges and opportunities (and maybe some inter-professional support and learning)	**Focus:** This presentation reports on a qualitative study of the views and perceptions of 22 Headteachers and 6 Deputy Headteachers on the succession planning, recruitment, retention and professional learning for Head-teachers in Wales. **Research approach:** Semi-structured interviews were conducted with both Headteacher and Deputy Headteachers. The data was transcribed and analysed using an inductive approach. **Key findings and significance:** Key themes emerged including: the changing nature of the Headteacher role; the complexity of recruitment in a high stakes environment and increased accountability without sufficient systematic support. Theoretically informed recommendations have then been derived, presenting opportunities that could be explored for inter-professional support and learning for incoming and newly established Headteachers. Effective and skilled mentoring is central to these recommendations. The study addresses the under-researched area of challenges around Headteacher recruitment in Wales. The recommendations provide a structure for consortia and local authorities to support Headteacher recruitment, induction and professional learning strategies.
Suzanne Culshaw University of Hertfordshire, England **Workshop** Exploring what it means to be struggling as a teacher	**Focus**: This workshop introduces my conceptualisation of struggling. We consider how collage can encourage visual thinking (Marshall, 2007) by exploring collages which express the experience of struggling. Struggling is a term found in several contexts, not least in the education sector. The literature looks at struggling readers, struggling schools and on occasion struggling teachers where struggling is equated with poor performance or incompetence (eg Tucker, 2001; Yariv, 2009). Often the research focusses on the person supporting the struggler rather than the struggler themselves (eg Yariv & Kass, 2017). This study has teachers' own accounts of their experience of struggling at its heart. **Research approach**: attendees will have the opportunity to look at how my research participants expressed their experience of struggling using collage; a discussion about what the collages might mean will follow. **Key findings**: awareness of the complexity of struggling; some understanding of collage as a research method; an appreciation of a possible commonality of experience in other sectors. Marshall, J. (2007). Image as insight: Visual images in practice-based research. *Studies in Art Education*, 49(1), 23–41. Tucker, P. (2001, February). Helping Struggling Teachers. *Educational Leadership*, 52–55. Yariv, E. (2009). Principals' informal methods for appraising poor-performing teachers. *Educational Assessment, Evaluation and Accountability*, 21(4), 283–298. Yariv, E., & Kass, E. (2017). Assisting struggling teachers

	effectively. *Educational Management Administration & Leadership*, 174114321772532.
Dr Caroline Daly[1] **Emmajane Milton**[2] [1]UCL, Institute of Education; [2]Cardiff University **Roundtable** External mentoring for new teachers: mentor learning for a change agenda	**Focus:** This presentation reports on a qualitative study of the learning and development of 70 external mentors as part of a national initiative aimed at school improvement in Wales. **Research approach:** The manifest and latent themes of external mentor learning and development were identified by adopting a narrative methodology that elicited accounts of external mentors' learning experiences. Analysis was undertaken using an inductive approach. **Key findings** and s**ignificance:** Four key themes emerged indicating the complexity of transition to the external mentoring role in a high-stakes context. From these, eight theoretically-informed principles were derived which support mentors to embrace uncertainty as essential to their learning and development, and to harness the potential they bring as boundary-crossers. The study addresses the under-researched area of the learning and development of external mentors at a national scale. The eight principles provide a foundation for mentor development programmes that can support ambitious mentoring goals. Daly, C. and Milton, E. (2017) External mentoring for new teachers: mentor learning for a change agenda, *International Journal of Mentoring and Coaching in Education*, 6, 3,178-195, https://doi.org/10.1108/IJMCE-03-2017-0021
Prof. Linda Evans University of Manchester, England Professional development and leadership: Are they the same thing? What – if anything – distinguishes them?	**Focus**: A superficial glance at professional development and leadership might suggest that they're quite different things. The closer one examines them, however, the more it becomes apparent that the two concepts share many common elements, and any distinction between them becomes obscured. Addressing the two questions in its title, this paper presents such analysis. **Research approach/innovation**: This is predominantly a conceptual and discursive paper, supplemented with illustrative research data - extracts from interviews with schoolteachers and academics. The main argument represents an incremental point-by-point comparison of the two concepts' definitions, constituent elements and processual dimensions (as presented in Evans, 2014; 2018, for example), in order to uncover in what respects – if at all – they are distinct from each other. **Key findings and significance**: Professional development is found to overlap and be very closely aligned with, while yet being subtly distinct from, leadership. Both are forms of agency that involve influence, but while leadership is dependent upon interpersonal agency (Gronn, 2002), professional development may be derived from other sources of influence. The paper's original analysis is highly significant in augmenting the field's knowledge base, through conceptual clarity that exposes the complexity of professional learning and development. Evans, L. (2014) Leadership for professional development and learning: enhancing our understanding of how teachers develop, *Cambridge Journal of Education*, 44 (2), 179-198. Evans, L. (2018) *Professors as Academic Leaders: Expectations, enacted professionalism and evolving roles*, London, Bloomsbury (in press)

	Gronn, P. (2002) Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13(4): 423-451.
Dr. Fayyaz Ahmad Faize[1] , Assistant Professor Dr. Muhammad Arshad Dahar[2] [1]Head of Humanities Department, COMSATS Institute of Information Technology, Islamabad, Pakistan. [2]Per Mehr Ali Shah Arid Agriculture University, Rawalpindi, Pakistan. **Paper** Investigating the quality of written and oral argumentation with university students	**Focus**: The use of scientific argumentation is found effective in enhancing students' conceptual understanding, developing critical skills and improving their academic performance (Nussbaum 2011). However, introducing argumentation is challenging with students commonly taught through traditional methods (Faize, 2015). Another problem usually encountered by students is the writing of argumentation reports (Foong & Daniel, 2013). **Research approach**: The present study aimed to explore the quality of argument constructed by university students through oral and written argumentation reports and their effect on students' academic performance. The sample for the study was selected from two sections of undergraduate students of bio-sciences. Both the sections were guided and practiced with argumentation method for two months. One section was evaluated through written argumentation reports and the second through oral argumentation dialogues which were audio-recorded. The oral argumentation was converted to written reports and coded by the researchers. The argumentation reports of both the sections were analysed using a t test. **Key findings:** There was significant difference in the quality of argumentation reports of both the sections. The academic performance of students with written argumentation report was significantly better than students with oral drill. **Significance**: The findings of the study provide useful data for teachers and teacher trainers about incorporating argumentation in their teaching. Faize, F. A. (2015). Introducing Argumentation at Higher Education in Pakistan Paradigm of Teaching Ethic based Topics. *FWU Journal of Social Sciences*, *9*(1), 8–13. Foong, C., & Daniel, E. (2013). Students' argumentation skills across two socio-scientific issues in a Confucian classroom: Is transfer possible? *International Journal of Science Education*, *35*(14), 2331–2355. Nussbaum, E. M. (2011). Argumentation, dialogue theory, and probability modeling: Alternative framework for argumentation research in education. *Educational Psychologists*, 46(2), 84–106.
Dr Ewan Ingleby Teesside University, England **Paper** Reading between the lines: The consequences of performativity for the professional development of educators in schools in England.	**Focus** This paper considers the findings of research funded by Innovate UK' on the organisational culture of schools in England, The consequences of 'results driven' targets for CPD are explored in developing a key theme of this year's conference: the complexity of professional learning. **Research approach:** The research comes from a mixed methods study (survey, focus-group and interview data). The research participants are head teachers and school business managers from primary and secondary schools in England. The presentation of key aspects of schools' organisational culture in England in 2017 is innovative and original. **Key findings and significance:** The findings reveal that an emphasis on 'targets' and 'performance' results in fewer opportunities to think about the curriculum and professional development in ways that are innovative and creative. The paper applies the work of Bernstein (2000), Gibb (1987) and Vermunt (2016) in exploring the consequences for professional development.

	Bernstein, B., (2000) *Pedagogy, Symbolic Control and Identity*. Lanham, MD: Rowman and Littlefield. Gibb, A. A. 1987. Enterprise culture- its meaning and implications for education and training. *Journal of European Industrial Training*, 11 (2), 2-38. Vermunt, J.D., 2016. Keynote address. Presented at the IPDA conference, 25-26 November, Stirling, UK.
Dr. Coleen Jackson, Professor Hazel Bryan. CJSolutions, University of Gloucestershire, England **Writing for publication**	This Q&A workshop is designed for those moving towards their first publications. It will give advice on how to construct articles so that they meet publication criteria, and include information about the forthcoming IPDA journal, PRACTICE
Dr Manpreet Kaur Partap College of Education, Ludhiana, Punjab, India **Paper** Inter-professional collaboration in Professional Journey: working together for a better future	**Focus:** The aim of this study is to investigate how various co-located learning professionals, including school teachers, school principals and teacher educators collaborate for better future of a country. The article focuses on how collaboration between teacher educators, school leaders and school teachers can promote professional development in teacher educators and school teachers. **Research Approach:** This is a qualitative descriptive case study using open-ended and semi-structured qualitative interviews. Key questions are: 1) how various learning professionals share pedagogical knowledge 2) what can be plausible approaches for collaboration 3) how do they negotiate their professional identity in collaborative work? **Key findings and significance:** The findings reveal that collective collaborative learning is a positive form of enhancing the professional development of teachers and both structure and culture should interact when fostering development in various learning professionals. The study also shows that the teacher educators' research competence can enhance development and learning both in teacher educators and in school teachers. Further, this study found that professionals were confident and competent about involving others to participate in all aspects. Some issues of power and status differentials were found to exist among school teachers and teacher educators. Leeman, Y., Koeven, E., & Schaafsma, F. (2017). Inter-professional collaboration in action research. *Educational Action Research*. http://dx.doi.org/10.1080/09650792.2017.1301827 Nandan M., London M. (2013). Interdisciplinary professional education: Training college students for collaborative social change. *Education and Training*, 55(8/9), 815-835. Postholm, M. B. (2016). Collaboration between teacher educators and schools to enhance development. *European Journal of Teacher Education*, 39(4) 452-470.
Dr Fiona King[1] **Professor Margery McMahon**[2] [1]Dublin City University, Ireland; [2]University of Glasgow, Scotland	**Focus:** Around the world curricula for teacher education have been redesigned to provide new teachers with the professional knowledge, skills and competences needed to align with the increasing pace of change. Central to this is the recognition of the critical role of effective school leadership and a policy focus on developing leadership at all levels (Scottish Government, 2011). In many contexts programmes and initiatives, both formal and

Paper Leadership learning in initial teacher education	informal, to promote and support teacher leadership, have grown. However, its place in initial preparation programmes is given little attention (King, 2017; Pucella, 2014). **Research approach:** The paper draws from two recent initiatives to embed leadership learning in initial teacher education programmes. A case study from the Irish context will report on results from a qualitative study which employed Bond's (2011) theoretical framework for preparing preservice teachers to exercise teacher leadership for inclusion. The recent introduction of a new 'Leadership for Learning' Elective for final year students in the Scottish context is discussed. Results strongly argue for unlocking the potential for leadership to begin with student teachers. **Key findings:** The paper concludes by arguing for that the continuum for leadership learning that is set out in leadership frameworks and strategies requires revision to build leadership capacity from the initial phase. Bond, N. (2011). 'Preparing preservice teachers to become teacher leaders.' The Educational Forum, 75 (4), 280-297. King, (2017, forthcoming) 'Evolving perspective(s) of Teacher Leadership: An exploration of Teacher Leadership for inclusion at preservice level in the Republic of Ireland.' *International Studies in Educational Administration*, 45 (3). Pucella, T., J., (2014) Not too Young to Lead The Clearing House A *Journal of Educational Issues, Strategies and Ideas* 87. 1. Scottish Government (2010) *Teaching Scotland's Future – Report of a review of teacher education in Scotland* (Donaldson Report). Scottish Government: Edinburgh.
Assistant Professor, Dr. Fiona King; Associate Professor Dr. Orla Ní Bhroin; Dr. Anita Prunty Dublin City University, Ireland **Paper** The Complexity of Irish policy and practice for inclusive education: Implications for professional learning	**Focus:** This paper explores the recent shift in Irish policy towards a more inclusive model of providing additional support to schools (DES, 2017) and implications for teacher professional learning (Travers, 2017). **Research approach:** We will draw on findings from a mixed-methods study which explored impact of professional development on special education teachers' professional learning. **Key findings and sgnificance:** While these teachers shared their new knowledge and skills with some teachers they lacked confidence to enhance the capacity of class teachers to meet the needs of all learners. Equally principals recognised the expertise of these teachers but did not foster collaborative cultures or empower them to enhance the capacity of all teachers in the school. This paper argues for unpacking the complexity of policy in relation to teachers' professional learning at the early stages of implementation so that the provision of additional support to schools can result in greater inclusion. Department of Education and Skills (2017) Circular 0013/2017. *Special Education Teaching Allocation*, Dublin: DES. Travers, J. (2017) Does the New Model for Special Education Teacher Allocation in Ireland Reach the Equity Bar? REACH *Journal of Special Needs Education in Ireland*, 30(2), 101-105.
André Koffeman; Dr. Marco Snoek	**Focus:** This paper takes as a starting point the idea that teacher professional learning can be understood as the result of the teachers' confrontations and interactions with and within their

Amsterdam University of Applied Sciences, Netherlands **Paper** Identifying context factors as a source for teacher professional learning	professional contexts (Akkerman & Bakker, 2011; Beijaard, Verloop, & Vermunt, 2000; Kelchtermans, 2012). **Research approach:** The nature of these contexts is explored through a review of the literature and by an analysis of teacher learning autobiographies and learner reports. **Key findings:** The findings suggest that three contexts can be identified: a personal practice domain, a social domain, and a theoretical domain, and that confrontations can be planned as well as unplanned. **Significance:** Understanding the ways in which the context determines professional learning can help to promote it in specific areas. The paper forms the first phase of a larger research project, aimed at the development of a reflection tool for teachers. Akkerman, S. F., & Bakker, A. (2011). Learning at the boundary: An introduction. *International Journal of Educational Research*, 50(1), 1–5. Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749–764. Kelchtermans, G. (2012). *DE LERAAR ALS (ON)EIGENTIJDSE PROFESSIONAL. Reflecties over de "moderne professionaliteit" van leerkrachten.* KULeuven: Centrum voor Onderwijsbeleid, -vernieuwing en lerarenopleiding.
Vijay Kumar Partap College of Education Ludhiana India **Paper** Vijay Kumar Attitude and the vision - The big complexities of the professional and inter professional learning	**Focus** The quality of society and it's development depends upon the quality of education and the quality of education in turn depends upon quality of teacher education (professionals). The attitude of professionals and their vision towards inter-professional learning is the big complexity of the learners. The thin line between the two is becoming thicker due to poor structure of the learning system. The focus of the study is to find the reasons of the shortcomings in learning which widens the gap of professional learning by inter professional learning. **Research Approach** - observation method ;questionnaire and interview method had been adopted Findings -attitude of the professional learners and the vision toword the inter professional learning are the key factors which influence the learning system. **Significance:** The study can further be used to modify the behaviours of the learners and enlighten the minds of New learners and the researchers to innovate the new ideas to develop the learning system.
Hilary Lee University of Hertfordshire, England **Paper** An exploration of the ways in which teachers navigate tensions in their professional	**Focus:** The research explores the experiences of motivated and successful teachers. It provides insights into the complex contexts within which teachers work and the ways in which they manage this complexity. **Research approach:** The research uses adaptive theory (Layder, 1994) to analyse subjective experience alongside pre-existing theories to reveal links between teachers' actions and the structures which affect them. The research consists of in-depth interviews with six teachers over one year. **Key findings**: The teachers demonstrate curiosity and critical

lives	awareness of the issues in education (Bottery, 2006). They have a deep understanding of their own values (Kelchtermans, 2005) and are able to position themselves within the profession and their organisation (Vähäsantanen, 2015). This enables them to take positive action rather than merely cope with the challenges they face. **Significance**: The findings have implications for teacher development programmes and the ways in which they enable teachers to shape their own professional lives. Bottery, M. (2006) Education and Globalization: redefining the role of the educational professional. *Educational Review,* 58(1), 95-113. Kelchtermans, G. (2005) Teachers' emotions in educational reforms: self-understanding, vulnerable commitment and micropolitical literacy, *Teaching and Teacher Education*, 21, 995-1006. Layder, D. (1994) *Understanding Social Theory.* London: Sage. Vähäsantanen, K. (2015) Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education,* 47, 1-12.
Dr Helen Lewis **Dr Jane Waters** University of Wales Trinity Saint David **Paper** Record, re-examine and reflect: how dialogue based on video reflection can support teachers' professional learning.	**Focus:** This study considered the impact of video reflection on teachers' professional learning, with a focus on classroom interaction. In effective settings, teachers support children's learning through high-quality interactions (Sylva et al, 2004), yet such interactions may not happen frequently (Siraj-Blatchford et al, 2008). Furthermore, research indicates that effective, critical reflection is challenging, with a tendency for teachers to focus on technical aspects of pedagogy, which may be less effective in transforming practice (Muir and Beswick, 2007). **Research approach:** Taking a pragmatic, mixed-methods approach the study explored whether reflective dialogue about video of their normal classroom interaction supported six teachers to develop high-quality interaction and critical reflection. **Key findings:** Each teacher re-examined and deepened their reflections when using video compared to reflections based on memory alone. The teachers identified professional developmental aspirations based on their video reflection, and were able to put these into practice. Muir, T., Beswick, K. (2007). Stimulating Reflection on Practice: Using the Supportive Classroom Reflection Process, Mathematics *Teacher Education and Development* Special Issue 8: 74-93. Siraj-Blatchford, I., Sylva,K., Muttock, S., Gilden, R., Bell, D. (2002). *Researching Effective Pedagogy in the Early Years*, DfES Research Report 356. London: DfES. Sylva, K, Melhuish,E., Sammons,P., Siraj-Blatchford,I., Taggart, B. (2004). *The Effective Provision of Pre-school Education (EPPE) Project: Final Report*, Nottingham: DfES Publications.
Emmajane Milton[1] **Dr Caroline Daly**[2] **Prof Ken Jones**[3] **Dr Andrew James Davies**[4] **Dr Frances Langdon**[5]	**Focus:** Welsh policy-making has focused on the induction and mentoring of NQTs. Further exploration is required to support NQTs and enable system improvement. **Research approach:** Adapting the Langdon Comprehensive Induction and Mentoring Survey, data present perceptions of

Dr Melanie Palmer[6] [1]Cardiff [2]University, Wales UCL, Institute of Education, England. [3]University of Wales Trinity Saint David, Wales [4]Aberystwyth University, Wales [5]University of Auckland, New Zealand [6]King's College London, England **Roundtable** A national survey of induction and mentoring in Wales: complexities and implications for professional learning	induction and mentoring held within Welsh communities of practice. Ninety-nine respondents (school leaders, mentors, new and existing classroom teachers) were drawn from across Wales, representing both urban and rural schools of differing socio-economic status. Key findings: Leadership is the most important factor in contributing to cultures in which induction and mentoring are enacted, even when school socio economic status is accounted for. The complexities of this are discussed. **Significance:** Stakeholders' combined values, understandings and practices can be argued to constitute the capacity building potential within Welsh schools to support teacher development and improve learning outcomes.
Stuart Mitchell[1] **Kevin Crimmons**[2] **Helen Holder**[3] [1,2]Birmingham City University [3]Wolverhampton University, England **Workshop** The professional identity of Health and Education academics unpicked using Bernstein's code	**Focus**: Considered from the perspective of healthcare and education professionals, the workshop analyses our professional development in an academic setting. **Research approach/Innovation:** This 'live' construction is based on the different paths and experiences to learning and identity from within our multi-professional environment. While we present differing perspectives to our identities, we are at the same time to be found working in the same environment performing similar roles. We investigate the similarities and differences between our vocational professions, comparing these to 'academic' subject areas as a measure of contrast, using Bernstein`s theory to unpick and understand our professional identities. **Key findings and significance:** We make use of Bernstein's (2000) notions of classification and framing to explore our experience of working in an academic setting, attempting to make sense of our 'vocational habitus' and the 'disrupted' process of professional identity formation (Colley and James, 2005) with a view to providing a starting point for our own developing research inquiry. Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity: Theory, research, critique.* Revised edition. Oxford: Rowman and Littlefield Colley, H. & James, D. (2005) Unbecoming tutors: Towards a more dynamic notion of professional participation. Paper presented at Changing teacher roles, identities and professionalism, King's College London, May 16.
Dr Alexandra Morgan[1], **Dr Caroline Daly**[2], **Ms Emmajane Milton***, **Mr Gwyn Jones**[3] **and Dr Damian Donnelly**[1] [1]School of Social Sciences, Cardiff University, Wales [2]Institute of Education, University College London, England, [3]School of Education, Bangor	**Focus:** This qualitative study analysed the reflections of External Mentors (n=45) on their experience of supporting early career teachers (ECTs) undertaking a classroom inquiry project as part of, the Masters in Educational Practice programme, a national initiative aimed at school improvement in Wales (Daly and Milton, 2017). **Research approach:** Focus group data, mentor contributions during training focused on supporting students to undertake their classroom inquiry projects and interviews with mentors were documented as textual data and analysed using an inductive approach.

University, Wales **Paper** Mentoring for classroom inquiry: From 'narratives of validation' to deeper, critical examination of pedagogy and professional learning.	**Key findings and significance:** Emerging themes identify that mentors (i) outlined their role of 'educatively' mentoring ECTs (Langdon and Ward, 2015) as crucial in supporting the development of a deep and critical examination of pedagogy and professional learning (ii) valued the experience of mentoring for classroom inquiry as a reciprocal learning process. Implications for undertaking classroom inquiry and the development of mentoring expertise to support this are discussed. Daly, C and Milton, E., (2017). External mentoring for new teachers: mentor learning for a change agenda. *International Journal of Mentoring and Coaching in Education*, 6 (3), 178-195. Langdon, F. and Ward, L., (2015). *Educative mentoring: a way forward. International Journal of Mentoring and Coaching in Education*, 4 (4) 240-254.
Judith Penikett[1] Emmajane Milton[2] Dr Catherine Daly[3] [1, 2]Cardiff University, Wales; [3]UCL Institute of Education, England **Paper** Welsh mentor reflections when concluding long term mentoring relationships: opportunities for learning, growth and reflection	**Focus:** Why does closure in a mentoring relationship matter? This pa presents the complexities, at the point of closure in (multiple) ment relationships, of both mentors' engagement with mentees, and the on mentors themselves. Few studies have addressed the complexiti practice within this final stage. **Research approach:** Based on qualitative data, collected via a reflexive confessional stance, the intentions of thirty seven external mentors across Wales were examined. **Key Findings and Significance:** Within mentoring practice key behaviours including celebration, communication and reflection became evident as they disengaged from the hierarchy of novice and expert and re-aligned to a more collegial inter professional relationship; this required a planned transition. Effective closure plays a critical role in securing long term benefits for mentees, and can inform mentor learning and development programmes, and policy-makers about the complex inter professional issues involved in mentoring within high-stakes education environments. Kochan, K. and Trimble, S.B. (2000) 'From Mentoring to Co-mentoring: Establishing Collaborative Relationships'. *Theory into Practice*, 39(1), 20-28. Star, J. (2014) *The Mentoring Manual*. Pearson. Zachary, L. J. (2000) *The Mentor's Guide* John Wiley and sons, Inc
Dr Emily Perry **Professor Mark Boylan** Sheffield Institute of Education, Sheffield Hallam University, England **Paper** Analysing professional development facilitators' purposes, knowledge and skills	**Focus** The role of the professional development facilitator (PDF) is complex, encompassing multiple skills, functions, knowledges and understandings. However, these aspects of facilitators' practices are under-researched. Consequently, there is a need to develop analytical constructs to support research in this area. **Research Approach:** In this workshop, we will collaboratively explore extracts from transcripts of PDFs in a variety of educational contexts talking about their practice. Initially, we will take an inductive thematic approach. Then we will reconsider the data through a variety of theoretical frames, both those developed specifically in relation to PDFs (for example, Perry and Boylan, 2017) and others potentially applicable from theorising teaching and teacher education (for example, Chauvot, 2009; Winch, Onacea & Orchard, 2015). **Significance**: Following these experiences of micro-analysis, we will reflect on the value of inductive and deductive approaches to analysis in this context and the usefulness, or not, of the theoretical constructs used.

	Chauvot, J.B., (2009). Grounding practice in scholarship, grounding scholarship in practice: knowledge of a mathematics teacher educator–researcher. *Teaching and Teacher Education*, 25 (2), 357–370. Perry, E. & Boylan, M., (2017). Developing the developers: supporting and researching the learning of professional development facilitators. *Professional Development in Education*, 1-18. DOI: 10.1080/19415257.2017.1287767. Winch, C., Oancea, A., & Orchard, J. (2015). The contribution of educational research to teachers' professional learning: Philosophical understandings. *Oxford Review of Education*, 41(2), 202-216.
Dr Emily Perry **Prof. Mark Boylan Dr Gill Adams** **Claire Wolstenholme** **Dr Bronwen Maxwell** Sheffield Hallam University, England **Paper** Transnational professional development in English mathematics education: Transfer or translation?	**Focus:** International influences are increasingly important in educational policy (Sellar and Lingard 2014) in a shifting landscape of PISA high performing reference societies. This influences professional development of teachers indirectly, through shaping promoted pedagogies, and also directly, through adoption of new forms of professional learning such as lesson study. Further, programmes such as the current Mathematics Teacher Exchange (MTE) in England promote transnational professional development (Boylan et al. 2016). **Innovation**: The MTE involves primary mathematics teachers from England visiting Shanghai and Shanghai teachers coming to England, as part of the promotion of 'teaching for mastery'. **Key findings and Significance**: The concept of 'translation' has been important to theories of policy borrowing (Steiner-Khamsi 2014) and knowledge mobilisation but not much used in professional learning. We problemetise translation in relation to professional learning and specifically the MTE exchange as a programme as well as examples of its influence on teachers' practices. The analysis provides tools for understanding transnational influences and also translation in professional development more generally. Boylan, M., Wolstenholme, C., Maxwell, B., Jay, T., Stevens, A. and Demack, S., 2016. *Evaluation of the Mathematics Teacher Exchange: China-England interim report*. London: DfE. Sellar, S., & Lingard, B., 2014. The OECD and the expansion of PISA: New global modes of governance in education. *British Educational Research Journal*, 40(6), 917-936. Steiner-Khamsi, G., 2014. Cross-national policy borrowing: Understanding reception and translation. *Asia Pacific Journal of Education*, 34(2), 153-167.
Claire Roberts School of Nursing & Midwifery, Birmingham City University, England **Roundtable** Professional learning and factors that may influence transition from one professional arena to another.	**Focus:** Exploring factors that facilitate transition from one professional arena to another could provide an insight into the specific support and guidance needed to facilitate success. **Research Approach:** A small pilot enquiry was undertaken; taking a qualitative approach; with purposive sampling, semi-structured interviews were conducted to explore the experiences of qualified nurses completing a post registration programme of study. **Key Findings:** Previous experience of academia can influence transition, with this being either a positive or negative influencing factor. Loss of professional identity can also occur during initial stages of transition, with a change in professional focus sometimes making the learning experience difficult. Pastoral and

	academic support was a crucial influence on successful transition. Support from peers also proved invaluable in facilitating learning and professional development. **Significance:** This study has provided a rationale and focus for future, larger scale research. Future work will examine interprofessional learning in academia and factors that may influence success with a specific focus on peer support (Duchscher, 2008; Kumaran and Carney, 2014; Teoh et al., 2012; Whitehead et al, 2015). Duchscher, J.E.B (2008) The Process of Becoming: The Stages of New Nursing Graduate Professional Role Transition *The Journal Of Continuing Education in Nursing* 39(10): 410 – 450; Kumaran, S. & Carney, M. (2014) Role transition from student to staff nurse: facilitating the transition period *Nurse Education in Practice* 14: 605-611 Teih, YTE., Pua, LH., Chan, MF (2012) Lost in transition: a review of qualitative literature of newly qualified Registered Nurses' experiences in their transition to practice journey *Nurse Education Today* 13: 143-147; Whitehead,B.,Owen,P.,Henshaw,L.Beddingham,E.,Simmons,M (2015) Supporting newly qualified nurse transition: a case study in a UK hospital. *Nurse Education Today* 36(1):58-63
Dr. Rakesh Sandhu[1]; Dr. Devinder Singh Dhaliwal[2] [1]**Dr. Ganesh Das DAV** College of Education for Women Karnal (Haryana) India; [2]Guru Nanak Khalsa College Karnal (Haryana) India. **Paper** Inter-professional learning between teacher educators and school-teachers	**Focus:** The present study cross-examines the self-reported insights of ten experienced teachers of degree colleges in Haryana (India). They shared about professional learning confrontations influencing their performance in the classroom subsequently being engaged in several programmes in order to press forward the teaching quality. **Research approach:** Investigator made use of the semi structured interview and focussed group discussions with the sample to obtain information from the college teachers. **Significance:** Knowing the professional learning complexities of college teachers help in solving the problems faced by the college teachers through mutual collaboration and cooperation. **Findings**: The outcomes show that the teachers' professional learning experiences and their approach to adopt innovative techniques were often obstructed and controlled by traditional training methods, while functioning under the umbrella of so called new professional learning environment. At the same time teachers admit the importance of reflective practice and collaborative teaching-learning. Key Words: professional learning, learning complexities, college teachers, reflective practice. Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher,* 33, 3-15. Edwards, A. (2005). Recognising and realising teachers' professional agency. *Teachers and Teaching: theory and practice,* 21(6), 779-784.
Dr Chander Shekhar Dyal Singh College, Karnal, Haryana, India **Paper** Inter Professional Education	**Focus:** The graduates can be trained to educate masses regarding the immunisation programs, malnutrition awareness campaigns and preventive awareness for the diseases like AIDS, Dengue, Malaria and Polio etc.. **Research Approach**: The sample study was undertaken on 200 professionals among doctors, science graduates and engineering graduates. All the professional were given inter professional

and Learning: Need of the Time to Optimize Professional Ability of the Present Professionals	training to enhance their skills. **Key Findings:** The inter-professional education (IPE) and learning (IPL) will make the graduates capable to contribute for the betterment of masses. The inter professional education (IPE) and learning (IPL) of the engineering graduates will open their avenues in health technology and the health industry will get more trained man power to assist in health technology field. **Significance:** The inter-professional education (IPE) and learning (IPL) will make the ability of all the graduates multi-dimensional. It will enhance the use of the talented youth in different facets of life. Barr, H., Freeth, D., Hammick, M., Koppel, I., & Reeves, S. (2005). *Effective Interprofessional Education: Argument, Assumption and Evidence*: Oxford: Blackwell Barwell, J., Arnold, F., & Berry, H. (2013). How interprofessional learning improves care. *Nursing Times*, 109(21), 14 -16. Gilbert, J. H., Yan, J., & Hoffman, S. J. (2010). A WHO report: framework for action on interprofessional education and collaborative practice. *J Allied Health*, 39 Suppl 1, 196-197. Hammick, M., Freeth, D., Koppel, I., Reeves, S., & Barr, H. (2007). A best evidence systematic review of inter professional education. *BEME Guide 9. Med Teach*, 29(8), 735-751.
Pauline Smith[1], Rebecca Raybould[2] et al. [1]The West Midland's CPD Partnership, [2]Curee, England **Workshop** CPD Standard Pathway Tool for use in schools, colleges and universities	**Focus**: The National CPD Standard for Teachers' Professional Development was published by DfE in 2016. 'The Standard should be used by everyone working in, and with, schools to raise expectations for professional development, to focus on achieving the greatest improvement in pupil outcomes, and to develop our teachers as respected members of the profession.' (DfE 2016). The standard is made up of 5 key strands. **Innovation**: In this workshop, participants will be able to learn about the innovatory CPD Pathway Tool produced by the West Midland's CPD Partnership and Curee. This tool enables teachers, school leaders and providers of CPD to explore interactively aspects of CPD provision they wish to prioritize for development in their organization; and helps them to maximise the impact of CPD programmes on teacher and student learning. The Pathway allows teachers and leaders to access a wide range of research and practical case studies to illuminate each of the key strands of the CPD Standard. **Significance**: The West Midland's Partnership has worked collaboratively over the last year to make the CPD Standard accessible and useful to practitioners. The Partnership is in the process of piloting and making this on-line tool and its resources freely available to schools in the West Midland's region. Please come along and share our developments. Department for Education (2016) *Standard for Teachers' Professional Development*.
Phil Taylor University of Nottingham, England The complexity of teacher professional growth - building	**Focus:** This paper draws on distinctions between teacher learning and continuing professional development and various conjunctions of these terms. O'Brien and Jones (2014, p.684) suggest development concerns 'systematic career progression' while learning is 'critically reflective and less performative', and Timperley (2011, p.4) links the former with 'delivery' and the latter with 'meaning-making'.

and journeying	**Research approach:** Recorded conversations with case study teachers are explored through complexity thinking (Davis and Sumara, 2006), unravelling purposes, opportunities and responses in experiences of learning and development. The resulting categories of description offer a possibility space for interpretation and projection of professional growth. **Key findings and significance:** Listening to and interpreting teacher accounts, distinctions between learning and development are heard in the metaphors of building and journeying. A complex relationship between these processes is suggested, unfolding at different rates in overlapping timescales. Davis, B. and Sumara, D. J. (2006) *Complexity and Education: inquiries into learning, teaching, and research*, Mahwah, N.J, Lawrence Erlbaum Associates. O'Brien, J. and Jones, K. (2014) 'Professional learning or professional development? Or continuing professional learning and development? Changing terminology, policy and practice', *Professional Development in Education*, 40(5), 683–687. Timperley, H. (2011) *Realizing the Power of Professional Learning*, Berkshire, England, Open University Press.
Applied Professor Dr. Miranda Timmermans Avans University of Applied Sciences Breda, The Netherlands **Workshop** Towards a pedagogy of school-based teacher education. Developments in and ideas from the Netherlands	**Focus**: For 15 years now, schools and teacher education institutes in The Netherlands have built partnerships with joint responsibility in educating future teachers for Kindergarten, Primary and Secondary and for Vocational Education. SBTE is organized around learning to teach in authentic situations (e.g. workplace learning). SBTE however is more than just giving students the opportunity to learn in authentic contexts. Guidance and 'work-based education' are necessary to support and stimulate students' teachers learning and to connect theory with practice and the other way around. In the Netherlands we see partnerships develop their own diverse practices. **Research approach/innovation**: Interested in the diversity of 'workplace education' practices that are used, we conducted a research. Research question was: what activities do SBTE do at the workplace to support students in becoming competent teachers? Students, SBTE and IBTE were asked. **Key findings** and **significance:** The results show a rich palette of school-based teacher activities. And at the same time we notice that not all opportunities are used. There is an urge to deepen SBTE with other ways of 'workplace training and education', partly because individual guidance takes a lot of time, and also because we know from human resource development practices that there are more ways to support learning. Timmermans, M. (2012). *Kwaliteit van de Opleidingsschool. Over affordance, agency en competentieontwikkeling*. (Quality of the 'teaching school'. On affordance, agency and competence development) (Dissertatie). Tilburg: Universiteit Tilburg. Timmermans, M. & Van Velzen, C. (Red.)(2017). *Samen in de School Opleiden* (School-based Teacher Education). Kennisbasis Lerarenopleiders (Body of knowledge – Teacher Educators), Katern 4. Breda: VELON (in Voorbereiding). Van Velzen, C., & Timmermans, M. (2014). What can we learn from the shift towards a more school- centred model in the Netherlands? In K. Jones & E. White (Eds.), *Developing*

	outstanding practice in School-based Teacher Education. Plymouth: Critical Publishing.
Dr Liz White1; Dr Miranda Timmermans2 [1]University of Hertfordshire, England [2]Avans University of Applied Sciences, The Netherlands **Workshop** Identifying Professional Challenges of School- and Institute-based Teacher Educators	Focus: The aim of this workshop is to identify challenges in the practice of school- and institute-based teacher educators. Research approach: We will use a narrative approach to explore challenges experienced by teacher educators in their practice. We are particularly interested in challenges arising from changes in teacher education in partnerships between schools and universities. Significance: These challenges will be used to develop resources to support teacher educators' professional learning to help meet an identified need (White et al., 2015; Czerniawski et al., 2017). This workshop is part of a research project involving international collaboration between teacher educators, drawing on the acknowledged benefits of a co-operative learning approach for teacher educators across settings (Boei et al., 2015). We would value your involvement in this workshop, to identify challenges and dilemmas in our professional practice which could be used to stimulate further discussion and reflection. Boei, F., Dengerink, J., Geursen, J., Kools, Q., Koster, B., Lunenberg, M., & Willemse, M. (2015) 'Supporting the professional development of teacher educators in a productive way.' *Journal of Education for Teaching,* 41(4), 351-368. Czerniawski, G., Guberman, A., & MacPhail, A. (2017) 'The professional developmental needs of higher education-based teacher educators: an international comparative needs analysis.' *European Journal of Teacher Education*, 40(1), 127-140. White, E., Dickerson, C., & Weston, K. (2015). 'Developing an appreciation of what it means to be a school-based teacher educator.' *European Journal of Teacher Education,* 38(4), 445-459.

IPDA Fellow 2017

Dr Roger Levy
University of Hertfordshire

Roger has been a member of IPDA for more than 16 years and has served on the International Committee for 13 years, where his wisdom has been invaluable. From January 2007 until December 2008 he was the Vice Chair of the International Committee and from January 2009 until December 2010 he was the Chair.

Roger has co-led the very successful International Conference committee since 2007. Roger has reviewed hundreds of proposals for papers, workshops, round tables and symposia for the Annual International Conference, giving supportive feedback to the authors. He helps to draw meaningful connections between presentations and is always welcoming to conference participants, new and old.

Dr Sacha Mason

Dr Sacha Mason is the programme leader for the Professional Studies Foundation Degree programme and associated progression routes at Bishop Grosseteste University – programmes which are aimed principally at school support staff. She joined BGU in 2008 following a successful career in Further Education and in the primary school sector, where she was herself initially a member of the support staff. She is now a Senior Fellow of the HEA and her current research and publication interests focus on academic literacies and sex/relationship education. She has an MA from BGU, but it is her recent PhD research with Leicester University for which I am nominating her for the ipda prize.

Dr Mason's doctoral research focused on academic literacy of a group of students on the work-based Foundation Degree – students who are typically non-traditional and from a non-academic background. A wealth of recent research from the Institute of Education/University College London has highlighted the unexpectedly poor outcomes for students who receive support from teaching assistants and other para-professional staff, with lack of preparation for their role (professional development) being clearly highlighted as a major contributory factor. In her leadership role, Dr Mason is not only acting as a provider of such professional development for support staff, but also has – with her research - engaged with some of the critical elements which influence likely success in that professional development endeavour. Her own career trajectory has provided her with valuable insights into the professional development needs of her students, and this is, in my view, an area which has received too little research attention from providers of professional development, given the large proportion of school staff which they represent.

This longitudinal, qualitative, practitioner research study investigated the metacognitive strategies that twelve adult, work-based learners studying on a foundation degree used to undertake academic written assignments. The research lens of complexity and transformational theory provided a unique conceptual and methodological framework to explore the learning experiences of the participants over the two year period of their degree. Data were gathered from 'feedforward' tutorials with the learners and their assessment grades. The study articulates the challenges, evident in the learners' narratives, as struggles. These struggles were aligned with concepts of emergence within a complexity framework and a key finding from the data is the importance of these in relation to transformational learning. Where transformational learning was evident this extended beyond the cognitive, to include emotional and social dimensions. Powerful emotional responses surrounded the struggles experienced by the learners. The study focused on professional, personal and academic identities and on the interconnectedness of nested realities where each interacts dynamically for these learners. Concepts of self-belief, self-efficacy and agency were central to this investigation into the metacognitive awareness of adult learners where motivation and purpose for learning presented as critical factors for undertaking the Foundation Degree. Academic writing strategies and the individual approaches to undertaking written assignments were analysed to explore implications for practice within universities to meet the complex learning needs of non-traditional, adult learners. The findings have informed a proposed model for an architype tutor who is specifically able to provide the particular conditions to foster transformational learning and who addresses equity and power between the adult, work-based learner and the academy.

Dr TMason writes: Thank you to the IPDA for this award and I am sorry to not receive this honour in person. In my role as the programme leader for the Professional Studies Foundation Degree programme and associated progression routes at Bishop Grosseteste University, I have the privilege of working with those seeking professional development across the range of support staff in schools, early years practitioners and those working in the youth sector. I have worked on the programme for thirteen years in Higher Education and for ten years prior to this in Further Education training teaching assistants following a career in the primary school sector. My recent research for a PhD, awarded by Leicester University, focused on how 'non-traditional' learners on a foundation degree, approach academic writing. Non-traditional learners are typical of those undertaking a work-based degree and are characterised by mature women and those who have previously never considered a programme of study at a university. The findings showed the struggles that the learners experienced beyond the academic to include personal and professional domains. However, participants articulated their increased motivation, self-efficacy and esteem through undertaking the degree despite the challenges they faced in all aspects of their lives. A distinct and significant rise in professional confidence and identity was evident across the sample during the two years of their programme of study. These findings afford me the confidence to metaphorically and literally 'wave the flag' for professional development. As a teacher and an academic, I remain wholly committed to those who aspire to become better at working with children, young people and their families, and value professional development, work-based programmes, such as a foundation degree, in contributing towards this endeavour. Once again, thank you for this award.

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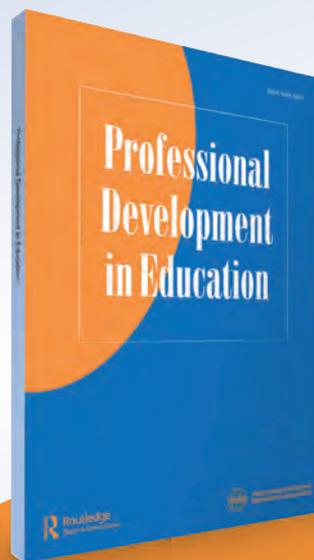
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PRACTICE: CONTEMPORARY ISSUES IN PRACTITIONER EDUCATION

Aims and Scope

CIPE is a fully peer- refereed international journal for practitioners, professionals and researchers exploring innovative, creative and original approaches to work in the field of practitioner education. The journal has a strong inter-disciplinary focus and seeks to facilitate discussion and debate that crosses the boundaries of professional contexts and domains including compulsory and post-compulsory education, nursing, social work, allied health professions and the criminal justice sector.

The editors welcome submission of a wide variety of high quality original manuscripts in a range of styles, genres and modes and from a variety of paradigms including:

- Reports of recent research in the field;
- Impact accounts;
- Photo-essays;
- Reflections on policy in practice;
- Informed and analytical accounts of innovative practice;
- Critiques of recent policy developments;
- Short reports of research in progress;
- Conversations/Dialogues and interviews;
- Book reviews.

The journal will be flexible about article 'size' and welcome contributions of different lengths to reflect the variety of contribution types outlined above. For guidance authors might submit:

- 5000-7500 word peer-reviewed articles
- 1000-2500 word peer-reviewed 'provocations' or 'think pieces'
- upto 1500 word impact accounts, 'implications for practice' or book reviews

The journal is particularly open to contributions that explore eclectic and experimental approaches to research and representing research outcomes. The journal is also keen to encourage authors taking a first step in to public conversations and will provide proactive support for new writers.