

IPDA International
Virtual Conference 2020



International Professional
Development Association

CONFERENCE ABSTRACTS

Imagining the post-professional: Identity, ethics and response-ability beyond professional standards

27th-28th November 2020



#IPDA2020

Pre-Conference: Postgraduate and Doctoral Event

LOIS GRAY

RESEARCHING CREATIVELY ACROSS DISCIPLINES AND SETTINGS

Purpose: Numerous studies prove the value of Reusable Learning Objects (RLOs), in disseminating knowledge and engaging undergraduate students. However, questions arise as to how well RLOs, written in English for a Western market, cater for the diversity of students encountered internationally. This study aims to explore whether language, cultural, economic, sociological, ethical, and political barriers, negatively impact the effectiveness of generic RLOs. Given the resource intensive nature of creating and managing RLOs for rapidly changing subjects, the study explores the hypothesis that bespoke RLOs, created using a new teacher-aimed tool, Forge, could be economically used to improve engagement and inclusion of distinctive student groups.

Approach: After an initial evaluation of the Forge tool, a mixed-methods, unobtrusive, pre-experiment is carried out, in-country, on a population of 115 third year, undergraduate, Chinese students, studying engineering.

Findings: The research finds that, although Forge does allow fast creation and reliable version management of RLOs, unexpected barriers can preclude the use of even bespoke versions. Incorrect, pre-conceived ideas of technological advancement, English language ability, cultural differences, and socioeconomic factors, mean that, regardless of the teaching methodologies planned, flexibility and adaptability are key attributes required when teaching abroad. Historical and political influence should not be underestimated, thus creative, blended approaches must be diplomatically employed to ensure that professional standards are instilled and maintained. Bespoke RLOs can certainly play their part in this blend, but further experimentation is required to fully ascertain their value.

Originality: The study provides systematic evaluation of a new tool for creating web based RLOs, aimed at non-technical teaching staff. The study also focuses on the author's own experiences teaching an English course in engineering, in China. It thus provides novel insight into the practicalities of using RLOs with a non-conforming student group.

VERONICA SANCHEZ MEDINA

Hamburg University, Graduate School of Social Sciences and Media and Communication Department

Forces that shaped Mexico City watchdog journalism landscape in the 21st century

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

Using Grounded Theory, this study revealed the forces that shaped the Mexico City watchdog journalism landscape of the 21st century. As predicted by the constant comparative analysis, it "discovered" an unexpected problem and how it was solved by those affected. This is the "diminished watchdog role of news organizations that led that type of journalism in the last years of the 20th century" which was resolved by journalists who by holding to the values of independent journalism created new independent organizations so to counteract the decrease of monitoring the powerful by the pioneer watchdog news organizations. This overarching compounded force caused the expansion of the watchdog journalism landscape of Mexico City. It is overarching as it was present along the period of analysis - 2000 and 2019.

The other sub-forces unearthed through the methodology that shaped the media landscape were the (1) demand of watchdog journalism by digital and millennial audiences, (2) the rise of an emergent potential workforce and the channelling of it by watchdog journalists and (3) by the young people themselves, (4) the civil engagement and the

sharpening of social issues, (5) the financial insufficiency of pioneer organizations, (6) the availability of international funds and (7) the Western media expansion. The sub-forces that intervened in the shrinkage of the landscape were (8) the unlikelihood of making profit through Mexican audiences and (9) the economic instability of the international media startups. The study used a wide range of data sources ranging from interviews, media strategic plans, news articles, observation and journalists' prior experience.

SUZIE DICK

Vice Chair IPDA Scotland • Doctoral Student, University of the West of Scotland • Deputy Head, Arran High School and Lamlash Primary

Using a grounded theory approach to research influences on newly qualified teachers' professional identity and classroom practices.

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

This presentation will seek to address how utilising a constructivist grounded theory approach can be used to explicate the experiences of newly qualified teachers. Focussing on the development of professional identity and evolving classroom practices in a teacher's first year of teaching, this presentation seeks to highlight the value of considering using grounded theory in near to practice research. Grounded theory relies on data and is a systematic method of conducting research that enables the researcher to interact with the data throughout the research process and allowing new concepts to emerge that may have direct application for professional practice and policies. In this presentation I will argue that by using a constructivist version of grounded theory, it gives space and place to acknowledge the researcher's own bias and pre assumptions about professional identity formation and seeks to acknowledge the multiple realities and perspectives at play while giving a researcher the tools to construct solid theories. Additionally, that the process of coding and theoretical sampling with reflexivity enables each individual teacher's experiences during their first year to be conceptualised and compared to others' experiences, without the risk of something being dismissed because it does not 'fit' with a previous theory. In Charmazian grounded theory the four main criteria proposed for a study are credibility, originality, resonance and usefulness and this presentation will outline the process taken to achieve each of these, including the process to ensuring that there is sufficient relevant data to give credibility to the emergent theory.

MAIREAD HOLDEN

University of Lincoln

STEMunities: Fostering teacher agency in Shared Education partnerships in Ireland and Northern Ireland through Lesson Study

RESEARCHING CREATIVELY ACROSS DISCIPLINES AND SETTINGS

Lesson Study (LS) is a form of school-based professional development, involving an action cycle whereby a group of teachers collaboratively plan, teach, observe and reflect on a research lesson with a group of pupils (Lewis, Perry & Murata, 2006). Despite evidence in support of Lesson Study (LS) as a powerful approach to teacher professional learning in multiple and varied contexts (e.g. Cheung & Wong, 2013; Dudley, Xu, Vermunt & Lang, 2019), the mechanisms by which LS fosters teacher agency remain under-explored (Willems & Van den Bossche, 2019). With this in mind, this paper presents reflections and work in progress from the researcher's ongoing Ph.D. study which seeks to explore how LS might foster the agency of teachers in schools in the border region between Ireland and Northern Ireland who are involved in Shared Education partnerships. Findings are presented from a recent systematic review of literature conducted by the researcher, the aim of which was to inform the theoretical and conceptual frameworks underpinning the main study. This review drew from Priestly, Biesta and Robinson's (2015) ecological conceptualisation of teacher agency, using this as a lens to examine empirical studies across multiple contexts in order to uncover how LS may support teachers to become agentic.

IPDA International Conference

Keynote Speakers

DR KATIE STROM

Toward a Complex Conceptualization of Teacher Learning-Practice

The field of teacher education requires theories that are equal to the task of preparing teachers to educate youth in increasingly complex times (Cochran-Smith, et al, 2014). In this presentation, I critique fundamental assumptions inherent in dominant views of teacher learning and practice that reinforce simplistic binary understandings of the relation of these phenomena. As an alternative, I offer an emergent complex framework of teacher learning-practice that conceptualizes these processes as entangled and jointly produced by a situated multiplicity encompassing the teacher-students-context-policy (and so on) drawn from multiple complex perspectives (e.g., Davis & Sumara, 2006; Deleuze & Guattari, 1987; Engeström, 1999). This complex framework provides tools not just to investigate and explain learning-practice in more textured, multifaceted ways, but also to support teacher-learners across their careers and educational pathways. I argue that this framework is not just an innovation for the field, but also points to a larger ethical imperative. The linear thinking that grounds our rationalist worldview and informs the preparation of teachers also underscores the instructional/institutional practices and structures that perpetuate inequalities across class, race, language, ability, and gender expression. Making a “complex turn” in teacher education is essential to create new thinking and practices that can disrupt our inequitable educational status quo.

PROFESSOR RAJ MESTRY

Empowering principals to lead and manage public schools effectively in the 21st century

Globally, education systems have been affected by radical social, political and economic changes. In fact, the latest COVID-19 pandemic has compelled governments and people throughout the world to tread carefully, and to review many policies and practices in all sectors. Just like the medical fraternity, the education authorities are undoubtedly at the forefront of confronting this pandemic. This paper will explore that the empowerment of principals in leading and managing schools effectively in the 21st century is indispensable. Although school principals play a pivotal role in improving student learning, and attaining educational outcomes, they work under strenuous conditions to deal effectively with multifaceted transformational issues. There is thus an urgency to address some of the challenges experienced by principals and to find practical or realistic solutions for practical problems: 1. Preparation for the principalship position: How adequately prepared are principals? Do they experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position, or do they simply lack the necessary skills, knowledge and attitudes to lead and manage schools effectively and efficiently? 2. Following from above, do the educational authorities make qualifications a prerequisite for an aspiring candidate to take on the principalship position? If not, what professional development programmes are available to close the gap of lowly qualified persons? 3. What are the criteria for an aspiring principal to be appointed as principal? In a South African context, it should be noted that there are no stringent criteria to be appointed to the principalship position: no prerequisite qualification except for a Teachers Diploma; at least seven years of teaching; and no formal induction or professional development availability. In the absence of these three conditions, the consequences for students and communities are dire. Poor student achievement; increase in number of dysfunctional schools; and apathy among teachers; to name a few.

This study explores the importance of promoting a culture of professional development that will prepare principals to tackle education challenges and obstacles facing them. Fifteen South African principals were selected to determine their perceptions and experiences of how they were prepared and professionally developed to lead and

manage schools. Findings revealed that there is no formal preparation for aspiring or practicing principals taking on leadership and management positions, and very few in-service professional development programmes are available. There is a dire need for education authorities to introduce compulsory training and development for aspiring and practicing school leaders to lead and manage their schools. Empowering principals will enable them to effectively lead and manage schools in the 21st century. In keeping with the theme of the conference, the following key questions may be addressed: What is the role, purpose and limitations of professional standards? Do we need them, and what could we do without them? Whose interests do they serve? What happens differently in contexts where practitioner education is not standards led?

DR VINCE CLARKE

Professional Standards in Paramedic Practice-based Learning: The role of the Practice Educator

An exploration of the challenges faced by United Kingdom Paramedic Practice Educators in relation to the achievement and maintenance of professional standards by learners.

The requirement for student paramedics to be supported during practice placements by an appropriately qualified Paramedic Practice Educator is laid down by the UK regulator for paramedics, the Health & Care Professions Council (HCPC); the professional body, the College of Paramedics; and the National Health Service, all of whom publish 'professional standards', in one form or another, for both paramedics and students.

These professional standards include both straightforward clinical assessment and intervention skills as well as the sometimes less tangible aspects of 'professionalism' expected of a registered paramedic. In a society where there are varied considerations of what is, and what is not, 'professional' behaviour, the Practice Educator is required to offer appropriate support and direction to their students, while operating in a community of practice where not all professional standards can be expected to be met at all times.

This presentation will explore some of these challenges and draws from experiences of educating both paramedic students and Paramedic Practice Educators.

PROF ELINE VANASSCHE

Success or failure in teacher education: Moving beyond standards and the idea of (in)competent individual teacher educators

Teacher educators are no longer the underresearched group they once were. Research on this occupational group is proliferating, as are the initiatives to support their induction and ongoing professional development. While this interest in teacher educators' professionalism is encouraging, the specific language which researchers and policymakers alike use to talk about that professionalism is also disturbing. Increasingly, professional standards in different national locations are becoming the language of teacher educator professionalism, following the model of teacher standards. In this presentation, I will argue that the language of professional standards not merely describes the professionalism it speaks to, but also shapes and creates it. Standards think and talk about professionalism as a quality that individual teacher educators acquire, possess, and perform. Drawing on recent research, I will argue that such an individualist discourse is not enough to explain 'success' or 'failure' in teacher education, and propose a different way to think and talk about teacher educator professionalism. This alternative language not only provides a better fit to the complex, relational and situated nature of teacher education practice, but also holds promise for (future research on) the professional development of teacher educators.

DR JO FINCH

Challenges, Candour and Courageous Conversation - Supporting Struggling Students on Placement

There is a growing international and multi-disciplinary body of research that explores the impact on practice educators (supervisors/ mentors) when working with pre-qualifying students who are failing their placements (Finch and Taylor, 2013, Finch, 2017). The research reveals that the experience of working with a failing student can be intensely emotionally distressing (Gizara and Forest, 2004; Bogo et al, 2007; Finch, 2017) for both assessors and university tutors, as well as the student. Concerns have been raised that there is perhaps a reluctance by assessors to fail students on placements, that they may be given the “benefit of the doubt” and that the emotional distress experienced by practice educators may impact adversely on the assessment process, to the extent that some students may be passed inappropriately. The term “failure to fail” has therefore been used in some professional contexts, i.e. nursing, but this does not help us understand the psychological processes that may be at play and the evidence on which this assertion is based is weak.

This presentation focuses on social work education, and considers the challenges, both practical and emotional, that arise for practice educators when working with a student who appears to be struggling and may be at risk of failing the placement. The presentation thus explores the possible consequences of this intense emotional climate and considers the extent to which projective identification may be a useful theoretical construct to explain such intense emotion and a possible adverse effect on the assessment process. I argue for the need for candour as well as engaging in “courageous conversations” with all students, but particularly so for those at risk of failing the practicum. The presentation also considers practical strategies for assisting struggling students on placement, whilst maintaining appropriate professional standards and rigorous assessment.

IPDA International Conference

Poster Presentations

LISA TAYLOR

Director of Initial Teacher Education, University of South Wales.

From competition to collaboration: the shift to collaborative professional learning (CPL) in primary schools in South-east Wales.

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

Commitment to collaborative professional learning (CPL) is central to the Welsh Government reform agenda, aimed at achieving a self-improving system. At times of whole-scale, fast-paced change in education it is important to gauge, reflect upon and evaluate the perceptions of teachers, only some of whom may have been involved in co-constructing the curriculum and policy initiatives. There is limited evidence of teachers' perceptions of how and how well they collaborate (Hargreaves and O'Connor, 2017). This small-scale study is a response to this and investigates primary school teachers' perceptions of CPL in South-east Wales. Key findings have informed strategic planning for CPL within the University of South Wales Initial Teacher Education Partnership. The identified themes are relevant to school leaders, regional school improvement consortia and Welsh Government.

References

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DR FAY GLENDENNING

University of Wolverhampton

A framework for exploring identities in initial teacher education, or other professional learning contexts.

PROFESSIONAL CHANGE AND RESILIENCE

This study explored how being a graduate of a non-mathematical discipline influenced the negotiation of identities as a teacher of mathematics. The theoretical framework of learning and identity construction within communities of practice (Lave and Wenger, 1991; Wenger, 1998) was used to consider the identities of the participants, drawing on a framework developed from Wenger's (1998) notion of trajectories. Participant stories were constructed, from a range of narrative sources, to explore individual journeys to becoming a qualified teacher of mathematics. The incoming, transitioning and future-orientated identities of the participants were explored in the context of their trajectories and communities of practice. This framework is presented as a model for exploring identities in initial teacher education, or other professional learning contexts.

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Working Together: FE Teachers' experiences of using Joint Practice Development as a model of collaborative enquiry and professional learning

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

This study presents the findings of a practitioner-led practice-focused research project that investigates the impact of using a Joint Practice Development (JPD) model to engage FE college teachers in collaborative professional learning. The rationale for this research originates from my own reflections on the experiences of professional development engagement with FE teachers.

Further Education (FE) colleges in the UK operate in a constantly changing landscape to meet the 'urgent' priorities from government initiatives, educational foci, skills needs of employers and industrial policy changes. Teachers' professional development and learning is often driven by these wider priorities which do not always meet the local needs of teachers. Inspired by the work of Fielding et al. (2005) and Hargreaves (2012) and recommended by Coffield (2017), the Joint Practice Development model provides teacher-centred staff development at the heart of this thesis. This model, according to Coffield (2017), 'is proving to be a major advance in professional learning over teachers "sharing practice", which may not change what they do in classrooms; instead they jointly (J) evaluate their practice (P) in order to develop it (D)' (ibid., p.39).

This study employs an interpretivist paradigm and represents the holistic view that human beings are able to construct and reconstruct meaning through social interactions (Dewey 1938/1997). Through narrative inquiry-based research methods (Connelly and Clandinin 1990; Kim 2016), including workshops, interviews, focus groups and a research diary used to record and interpret experiences of both myself and colleagues working, learning and reflecting together to develop and enhance aspects of teaching, learning and assessment. Three-dimensional narrative inquiry is used to explore empirical data for evaluation of the impact of the JPD model, contextualised by Gregson et al. (2013).

Emerging findings include improvement in staff morale and motivation in engaging with professional development. Colleagues feel more supported, reporting experience of mutual respect and opportunities to discuss ideas and explore evidence-based strategies together. However, sustaining this trusting relationship is delicate and requires more time and support from the wider community to consolidate the viability of the JPD model as an approach to staff development.

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SUSAN TIMMINS

Senior Lecturer, University of Huddersfield

Teacher Professional Standards and ‘Support Plans’

PROFESSIONAL CHANGE AND RESILIENCE

The Teachers’ Standards came into effect in England in 2012 (DfE, 2012), setting expectations about the skills that teachers should demonstrate, aiming to raise standards and improve teaching.

Teacher ‘support plans’ have developed as a consequence, alongside capability measures and performance management. An ‘educational market’ context described by Miller (2016, p.9) has resulted, and a teacher’s worth measured by performance and outcomes. Teacher ‘support plans’ are situated within this performative culture.

A phenomenologist approach will gather experiences of teachers who have been on a support plan using visual narratives and stories (Becker, 1974; Adam & Van Manen, 2008) in the form of a ‘river of experience’ (Percy-Smith, 2011).

This research will establish findings about teachers’ experiences on support plans in order to inform school leaders and policy makers in relation to teachers’ professional development in the 21st century.

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Lightning Talks

ANNIE PENDREY, DR CHRISTINE CHALLEN

Annie Pendrey - Creating Educational Spaces Ltd

Dr Christine Challen - Lecturer in Education

Creativity; Curiosity and Professional Standards

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

The 20 Professional Standards (2014) are a set of standards which underpin our professional practice as teachers improving standards of teaching, learning and assessment for our learners. It is this very set of professional standards which are presented to trainee teachers at the start of their academic journey and ones which as qualified teachers are used as a benchmark upon which to grade our teaching and learning pedagogy and learning environments. In turn, these standards offer us a toolkit from which to reflect in and on action (Schon 1978), reflecting upon our professional values and attributes, professional skills and professional knowledge and understanding.

This session asks us to reflect upon one professional standard which asks us as educators to, 'Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge', and what I believe has to be engrained with a deep level of curiosity surrounding your professional practice and subject knowledge. However, do the formal set of professional standards allow us as educators to be curious and creative and in turn highly reflective, or does the formality of the professional standards stifle curiosity and creativity?

Einstein purports that, 'It is a miracle that curiosity survives formal education', I would ask us to consider how the professional standards allow trainee teachers to display curiosity, be creative and in turn create a highly reflective professional. (Brookfield). Do the professional standards embrace the internal drive within us for curiosity, do they allow us to be curious and creative in our naturally occurring urge to satisfy our professional practice towards outstanding practice?

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STEPHANIE REYNOLDS

Senior Lecturer in pre-registration adult nursing • District Nurse, Queens nurse • Currently studying an Educational Doctorate at Birmingham City University

Using Rhythmanalysis (Lefebvre 2004) as a means to explore public, nursing staff and student perceptions of district nursing

RESEARCHING CREATIVELY ACROSS DISCIPLINES AND SETTINGS

This Lightning talk will present the authors' personal murmurs in regards to community nursing and pre-registration nursing education, identified by studying Rhythmanalysis (Lefebvre 2004). Community nursing is a collective term for nursing patients outside of the hospital setting. District Nurses are community nurses who undertake an additional year's training in order to be highly skilled and autonomous in assessing and planning care for patients, including making diagnoses and prescribing. Three murmurs have been identified; rumours that as a nurse you could be 'deskilled' if you work in the community, how and why pre-registration nursing appears to be shaped around hospital care nursing, and how the media and public perceptions of nursing seem to focus around nurses working only in a hospital setting. The lightning talk will discuss how historical factors of influence including imagery, nurse education changes and the media and their choice of words influence public perception including reports relating to those with the recent global pandemic of COVID19. In addition to rhythmanalysis, methodologies and theories such as hauntology, discourse analysis, capitalism and ethnography are used to explore how these murmurs might arise to the point of being normative. The lightning talk will challenge participants to examine their own perceptions about community nursing, where nurses work, and what they do.

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DR MAYAMIN ALTAE

University of Leicester

Iraq's English Language Curriculum: A tale of three eras and four for Mosul

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

The invasion of Iraq in 2003 and the collapse of the regime resulted in a massive disruption to the education sector. The English language curriculum was replaced by a new technology-based one, which was a challenge for the ESL teachers in their low-resourced schools all over the country. However, the situation in Mosul, the third largest city in Iraq, was even worse due to the continuous conflicts in and around the city and then the control of the so-called the 'Islamic State' for a period of 4 years. While the teachers in Mosul were working on establishing some norms after its liberation, Covid-19 struck and exposed a massive gap in the ability of schools to function remotely. The closure of the schools and the shift to online learning in many parts of the world did not happen in Iraq because of the lack of knowledge in this field.

The project aimed at training ESL teachers in Mosul on online teaching and enabling them to respond to crisis effectively by using technology, especially when the teachers and the students do use the online platforms in their everyday life, but they are unable to use it for educational purposes.

ROBERT CAMPBELL

Sheffield Hallam University

Curriculum Professional Development - The new CPD

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

This lightning talk will introduce a new project by Robert Campbell completing his doctorate at Sheffield Hallam University on his thesis, an exploration of the intersection of curriculum development and professional learning. An effectively designed curriculum does not happen by accident. It requires the know-that of subject specific knowledge and curriculum making and the know-how of pedagogic content knowledge and building a curriculum as a start. It seems obvious that teacher professional development is necessary for teachers to be able to design effective curricula. What needs to be explored is what type of knowledge or expertise is required for teachers to be curriculum makers, and how can teachers develop this expertise? What is less obvious is that engagement in curriculum design could be used as a vehicle for teachers' professional learning. This talk will reflect on these questions through the lens of my experiences developing interdisciplinary knowledge-led, student-engaged science curricula at XP School.

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ANNE PATERSON

Edd Student at Strathclyde University, Glasgow • Chief Education Officer Argyll and Bute Council

Preparing and developing teachers and leaders for rural contexts and building supportive professional working environments in rural schools

PROFESSIONAL CHANGE AND RESILIENCE

This developing research is part of an overall study related to Rural Education and becoming a teacher in a rural context. The evolving research is part of my overall thesis on Rural Education. The research is concerned with the professional changes and resilience that teachers and leaders develop within a rural context. The research is extending a study undertaken in 2017/18 with Newly Qualified Teachers in their induction year as primary teachers. The initial research was undertaken by gathering evidence of their 'responses' to place and how they taught and lived in rural communities through a series of interactive workshops and individual interviews. The research methods were informed by the teacher agency framework (Priestly et al, 2015) underpinning the programme and an ethnographic methodology with data collected from participants at different points in their journey. The data gathered from this initial research has triggered further investigation into how in Scotland we prepare and develop teachers and leaders for rural contexts and building supportive professional working environments in rural schools. The OECD Education Working Paper No 196, Echazarra and Radinger (2019) describes distinctive characteristics which shape the professional learning experience in rural contexts. In the Australian context White (2015) argues for the need beginning in initial teacher education for a strong knowledge base for (rural) teacher educators to enable them to provide for the community in a more informed and improved way. This is an area that has been developed within other countries but very little development in Scotland.

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IPDA International Conference

Conference Presentations

MAIREAD HOLDEN

School of Education, University of Lincoln, United Kingdom

Developing Irish primary teachers' STEM self-efficacy through Lesson Study

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

The National Council for Curriculum and Assessment (NCCA) in Ireland have recently commenced a consultation process with stakeholders on their newly published redeveloped primary curriculum framework, which aims to support a more authentic integrated approach to teaching and learning in all subjects, including the STEM disciplines. This paper reports on a Continuing Professional Development (CPD) programme, the aim of which was the development of primary teachers' STEM Capital, in particular, their attitudes and self-efficacy beliefs in relation to teaching STEM. The CPD programme, designed and delivered by the researcher, used Lesson Study as a vehicle to involve teachers in critical dialogue, public sharing of work and communities of learners, each of which aimed to enable teachers to engage in specific ways of thinking about their own practice in STEM, with the aim of enhancing their pupils' educational experiences in STEM. Three groups of Irish primary teachers (N=12), each within their own unique school context, took part in the CPD programme over the course of six months. Following analysis of data from participants which included validated questionnaires, data from participants' research lessons as well as the researcher's reflective diary entries, preliminary findings suggest that the CPD programme had a positive impact on participants' STEM self-efficacy. However, participants also reported that further support would be required in order to embed and sustain these changes.

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BARRY MORRISSEY

Principal Teacher of the Limerick School Project • Doctoral Scholar at the Institute of Education, Dublin City University

Developing teachers as child protection practitioners: professional paradoxes, within a compliance architecture, in Irish special education settings

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

Ireland's Child Protection Procedures for Primary and Post Primary Schools (Government of Ireland, 2017) inform school Boards of Management of their statutory obligations in relation to the safeguarding of their pupils from harm. The Procedures detail the responsibilities of teachers as 'mandated persons' and directs precisely how those mandated roles must be undertaken in all settings (Government of Ireland, 2017, p.24). The Procedures also render the Stay Safe child abuse prevention programme mandatory for all primary school pupils in Ireland, including those attending special schools (MacIntyre and Lawlor, 2016). The standard nature of Stay Safe and the requirement of special school teachers to teach it to pupils, many of whom may have reduced cognitive capacity to internalise the key messages, raises questions around its curricular purpose, rationale and modus operandi. The pertinence of these questions has increased, with the commencement of new child protection and safeguarding inspections, aimed at evaluating school and teacher compliance with the Procedures (Government of Ireland, 2019), including compliance with, what is commonly referred to as, the curricular check (Morrissey, 2019).

This think-piece incorporates a critical policy analysis of Ireland's Child Protection Procedures for Primary and Post Primary Schools (Government of Ireland, 2017) using a hybrid analytical tool premised on Walt and Gilson's (1994) Policy Analysis Triangle, with a selection of Riddell's (2003) Models of Administrative Justice acting as lenses to aid interpretation. It explores how the Procedures impact on teacher autonomy to customise curricular material in this area, to suit a cohort of pupils who may be cognitively unable to access the mandatory core programme. The paper examines how regulatory theory and compliance frameworks have influenced policy development within the education sphere, more generally, and considers how this trend impacts upon teacher creativity and professional development. It concludes by detailing a research project currently underway to investigate teacher creativity in differentiating the curricular component to child protection in special schools in Ireland.

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- NOTE: The text box facility would not allow me to italicise items in the body of the abstract and the reference list, in accordance with the style guide. I can email a MicrosoftWord version, with requested style, if requested.

Teaching Challenges Faced by the teachers of Hebron University during E-learning in the Pandemic Emergency Situation

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

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The Covid-19 has resulted in schools shut all across the world. Globally, education has changed affectedly, whereby teaching students is undertaken remotely using digital platforms. In Palestine, the educational system had been greatly affected too. The closure of Hebron University (HU) created a need to teach from homes. Using remote learning at HU in the Covid 19 is as if the push comes to the shove, implementing e-learning in emergencies needs to make quick decisions, delegate powers, concrete readiness, considerable Wi-Fi and platforms. HU made considerable efforts on improving the staffs e-learning capacities to use technologies for teaching.

This study aims to investigate the challenges facing teachers using e-learning in HU during Covid-19 pandemic. The students were unable to join campus learning due to preventing congregating. The importance of the study stems from exploring to what extent remote teaching has achieved its desired outcome and deliverables in such setting. This investigation may help HU to diagnose the difficulties and to take the necessary steps in order to guide the teaching process. HU started teaching online, while staff and students stayed home, the teachers sent assignments, exercises, and exams utilizing google classrooms, social media, and various platform, to compensate face –to- face teaching. The study addressed the question: “what challenges are faced by HU teachers while using E-learning in teaching students in the intensive program at HU?” The participants were 20 university teachers who participated in the second semester of 2020.

The interview protocol includes demographic data and the main research question regarding the challenges teachers faced while using E-learning at HU, followed by the appropriate probes to explain various details. The researchers used the content analyses to analyze the wide range of participants’ responses by going through them, coded the challenges in terms of “idea unit “, then categorizing the codes. After careful analysis, the sources were grouped into three broad sections, according to their sources: students, teachers, platforms and resources.

1. Resources challenges: Problems in accessibility; some students didn’t have reliable Wi-Fi access or digital technologies to participate in online learning;
2. Students challenges: Students limited practice opportunities and the inaccurate assessment; lack of the e-learning literacy and skills, low motivations to learn online, inability to respond to some online assessment techniques; students’ inability to submit their assignments online; The online lectures are focusing on information retention; place and time constraints; The weakness of the internet access; social security concerns of being online, and the psychological effects of the outbreak of the virus on students readiness to learn.
3. Teachers challenges: Teachers inability to control classes or to create the appropriate interactions that enables effective assessment; worries about using various teaching methodologies because of the lack of “eye-contact” in teaching; Inability to identify whether the students are satisfied with the teaching strategies; Inability to confirm whether students are doing homework without cheating; Some staff members faced difficulties due to lack of the needed skills. The study made a set of recommendations related to capacity building and providing resources.

LISA TAYLOR

Director of Initial Teacher Education, University of South Wales.

Has teaching become such a compliant profession that we only tinker at the edges rather than engage in truly disruptive professional conversations?

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

What does it mean to be professional in the 21st century, and how do we define professionalism? Sometimes it is the difficult conversations that bring dissonance and discomfort that are most likely to enhance education, as they demand that we question ourselves as professionals. On this theme, my question will invite participants to reflect on the prediction made by Bottery and Wright (2000) that teaching would become a 'directed profession', where national policy prescribes what counts as teacher knowledge, and where teacher identity is based on achieving compliance and conformity. I hope to challenge this discourse of compliance and 'certainty' in favour of questions that are worth asking about what informs teachers' knowledge and the values that underpin practice. I believe that these questions may bring unexpected and possibly uncomfortable findings but have the power to enhance education.

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PROFESSOR RACHEL LOFTHOUSE, VIV GRANT, DR VICTORIA CARR

Rachel Lofthouse, CollectivED, Carnegie School of Education, Leeds Beckett University

Viv Grant, Integrity Coaching

Victoria Carr, Woodlands Primary School, Cheshire

Headteacher coaching; creating self-efficacy and professional sustainability in challenging times

Headteachers have always faced challenges; for many it creates the buzz and vitality of the role, but they can reach a tipping point if the challenges accumulate and lead to an erosion of their resilience. The central theme of this session is the role of coaching in supporting headteachers to lead well, and in ways that create a sustainable profession. This sustainability emerges for the individual in terms of wellbeing and in optimising the dynamic balance between their work and home, and between self and others. It also develops through their good leadership which acknowledges the importance of exploring and enacting values-led education and which creates greater capacity in school teams. In addition, coaching supports headteacher retention, reducing the churn in key roles and supporting effective leadership succession over time.

This session will engage participants through a focus on key findings from research and practice. We will include reflections on the impact of the pandemic on school leaders and the development of coaching practices through this.

SARAH MULLIN

Newman University, Birmingham

You can't be what you can't see: An empirical mixed methods exploration of the experiences and perceptions of women secondary school headteachers in England.

PROFESSIONAL CHANGE AND RESILIENCE

The under-representation of women in UK secondary school headship positions is widely reported in the media. According to the most recent data provided by the Department for Education, gender inequality still exists in the leadership of UK Secondary Schools (DfE, 2018) despite the teaching workforce being dominated by women (DfE, 2018; Fuller, 2015). Although the secondary school workforce consists of 63% women, just 38% of headteachers in secondary schools are women (DfE, 2018). Despite fifty years of equality legislation and forty years of gender and leadership research, women are still underrepresented in secondary school headship positions and are still experiencing gender related discrimination (Showunmi et al., 2017). There is clearly a disconnect between policy, research and practice.

I am in the final year of my EdD research. My mixed methods empirical study aims to explore the extent to which gender influences how women headteachers of secondary schools in England perceive themselves in terms of their identity and the extent to which they perceive that their gender has impacted on their career aspirations and experiences. My research aims to explore the identities women headteachers inhabit and the ways in which women position themselves and are positioned as headteachers. Through the analysis of my data, I aim to identify themes and patterns, as well as identifying possible paradoxes or contradictions that may arise. The purpose of my research is to generate knowledge, which might form the basis for future policy making, in addition to offering practical advice for aspiring female headteachers.

In this presentation, I will discuss my EdD work in progress, sharing the motivation for my study, my own critical incidents and the real lived experiences of women who have encountered barriers to school leadership. I will discuss the early findings from my pilot study, where I present the very real need for professional change in secondary school leadership; for workplaces to address some of the frequently encountered barriers to career progression in order to encourage gender equality in school leadership. We need our children and young people to see equality in action as well as learning about it in the classroom if they are to truly appreciate gender equality. Recruiting bodies must be resilient in their approach to embracing change; promoting potentially new methods of leadership such as flexible working, co-headship and part-time leadership.

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JACQUELINE MORLEY, ALISON WEATHERSTON

Jacqueline Morley - Senior Education Officer, General Teaching Council Scotland

Alison Weatherston- Lead Specialists School Leadership, Education Scotland

The Standard for Headship – Scotland’s collaborative professional learning approach to support strategic change and build leadership capacity

PROFESSIONAL CHANGE AND RESILIENCE

The Scottish Government’s Next Steps publication (2017) set out the policy direction for Scottish education within the context of an overall vision for a school and teacher led system. Leadership is one of the key drivers to deliver this empowered system and leadership of and for learning is central within all the Professional Standards. The Standard for Headship (SFH) plays a key role in laying down the foundations for the professionalism and leadership required by all headteachers. It is a framework for aspiring headteachers and identifies key qualities that are required to succeed as an experienced headteacher.

Holding the SFH is a legislative requirement for teachers taking up their first permanent headteacher post in Scotland from August 2020 and this paper shares emerging ideas from national conversations on the status of SFH as an aspirational and possible benchmark framework. This paper explores the impact of the changing legal and policy landscape in Scotland for Head teachers in relation to the SFH and shares the national partnership approach in supporting strategic change and building leadership capacity as integral part of the Suite of professional Standards.

The paper explores the national strategic support for professional learning for aspiring headteachers in Scotland through Into Headship, Scotland’s national professional learning programme leading to the award of SFH. This programme focuses on the specificity of headship, the strategic role of headteachers in leading and enabling a learning culture and ethos for sustainable change. This is shaped by the SFH as the underpinning framework to support, discuss, plan and shape professional learning for aspiring and experienced headteachers.

Impact and emerging themes are explored through the findings from the evaluation study undertaken by ES which show impact in terms of a significant increase in participants’ confidence, knowledge and skills. Participants report that engagement in the programme positively impacts on their practice as a strategic leader and feel more prepared for the role of head teacher. Leading strategic change in their learning communities makes a practical and noticeable difference to schools, colleagues, children and young people.

The revised SFH (2021) has been informed and shaped by Scotland’s collaborative partnership approach and includes a strategic focus on collegial practices to effectively build leadership capacity in others through headteachers engaging as strategic lead learners.

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JUDITH PENIKETT

Judith Penikett - Cardiff University: SOCSI

Storytelling: A means of understandings professional practice in Wales.

PROFESSIONAL CHANGE AND RESILIENCE

Summary: This doctoral research explores the use of the personal narrative (Clandinin and Connelly, 2000) and how it contributes to a teacher's reflective practice when exploring opportunities and challenges encountered within the role of Welsh Bacalaureate Co-ordinator [WBC]. Set within the context of universal adoption and influenced by diverse Welsh Government school performance measures, the WBC's professional practice is captured within the metrics of KS4 performance measures. This research aims to provide an understanding of the lived reality of those on the 'front line' of delivering curriculum innovation. It calls for a greater emphasis to be given to the importance of (re)telling stories of practice (Jalongo and Isenberg, 1995). Based on fifteen semi-structured interviews this work has implications for the wider profession when encountering policy changes and illustrates how the concept of resilience is made manifest within everyday practice. This research conceptualises degrees of practitioner resilience in a time of educational change and practitioner transformation in Wales and relates primarily to the conference strand of 'Professional change and resilience'.

Focus: This research initiates a greater understanding of the WBC experiences of practice, by asking, what aspects of their role are made more challenging and present most opportunities and how do they make sense of significant events that occur within their practice (Yussen and Ozcan, 1997). It seeks to contribute to an under-researched area by exploring the complex issues involved in effective enactment of policy and how we understand the contextual factors which may inhibit or enthuse individuals in the articulation of their practice.

Methods: The overall approach is qualitative, whilst taking a reflexive confessional stance. This vicarious approach is intended to provide insight and clarity regarding the lived experiences of the WBCs who play a vital role in securing pupil outcomes and of achieving school-wide improvement. This data was subjected to a reflexive thematic analysis.

Results: This research illuminates aspects of practice which the WBCs highlighted as significant and revelatory. Themes of RISK, CURRICULUM, TALK and ACCEPTANCE were generated, prior to a matrix being developed to identify characteristics or 'states of being'. The matrix proposes there are varying degrees of agentic resilience displayed in response to significant events of recounted practice.

Conclusions: This research raises questions of whether the importance of teacher stories is valued highly enough during the time of policy enactment. It concludes that sharing of the experiences through the (re)telling of stories may contribute to our understanding of the professional lives and practices of teacher-leaders as 'transformers and influencers'. Highlighting that this cannot get lost in the metrics of performance measures and bottom-line bureaucracy.

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Developing a practitioner enquiry approach to School University Research Partnership

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

In 1904, Dewey first discussed the importance of teachers engaging in pedagogic enquiry to fully engage with processes and outcomes in their classrooms. Since then the concept has been in and out of fashion and more or less tied up with the concept of the research engaged practitioner. Emerging practice in Scotland is therefore a useful case to explore as the new National Model of Professional Learning has 'learning by enquiring' as one of three main strands of professional learning (Education Scotland, 2019). The dominant approach from this policy draws on the work of Cochran-Smith and Lytle (2009) with 'inquiry as stance' being a common phrase, whereby inquiry becomes part of a teacher's professional identity with every aspect of professional practice and the curriculum as a whole becoming potential subjects for inquiry and professional scrutiny. However, Wall (2018) noted that this epistemological tradition of practitioner enquiry is contrasted with practices that are often more 'project based' whereby teachers are focused on issues of method and data in relatively isolated enquiries. This means research engagement tends to be a one off and has more in common with a traditional research project than what Stenhouse (1981) proposed.

Underpinning these debates has often been an assumption that practitioner enquiry will naturally lead to an engagement with research as a means to generate answers to pertinent questions of practice (Nias and Groundwater-Smith, 1988). For many this position naturally involves the participation of university academics to facilitate this engagement (Baumfield & Butterworth 2007; McLaughlin & Black-Hawkins, 2004) and Timperley (2008) states an important role for expertise (although not necessarily university-based) in facilitating professional learning and providing critical support. This paper therefore looks to engage in dialogue around different models of practitioner enquiry within school university partnerships.

Using a case study approach, we will explore five different, locally developed, school university research partnerships (Thornley et al. 2004): 4 secondary schools and one nursery- family center. All have their impetus in the Scottish education drive towards research engagement and enquiry, but each have found their own path to making this practicable within their own community of professional learners. We will look at the role of the university (and other organisations where appropriate), the structures, formal and informal, that facilitate professional learning through enquiry, and how supportive spaces for dialogue are created spanning what might be called a third space for learning (Reeves and Drew, 2013).

In each case a visual model of the partnership was developed and validated, based on participants' practice and experience over one academic year. These models attempt to show the partnership, who was involved and how this was maintained over time. This negotiated modelling was complemented by participatory observations and a presentation conducted by colleagues from each setting on 'their professional learning' through the process.

Analysis is on-going, but we hope that the use of visual models will help us to establish the key structures and processes characterized by each of the school university research partnerships that form the five case studies. They will act as key tools in facilitating the discussion in this session. This will allow us to make comparisons and explore similarities and differences across the contexts and associated influences. Hall and Wall (2019) suggested four principles of a practitioner enquiry culture (autonomy, disturbance, dialogue and connectivity) and our discussion will use these principles to engage with the key characteristics of the practitioner enquiry community created within the partnership and the professional learning that resulted. Key to our conclusions will be the concept of partnership and a critical engagement with the roles played by practitioners in each setting and the university team as they came together under the guise of practitioner enquiry. We will aim to explore dynamics of power, voice and inclusion as well as assessing the potential for sustainability over time in an attempt to draw out potential guidance for other settings embarking on a similar professional learning journey.

**DR. AOIFE BRENNAN, DR. ÓRLA NÍ BHROIN, DR. SHIVAUN O'BRIEN, DR. TISH BALFE,
CAITRÍONA PENNYCOOK**

Dublin City University Institute of Education

The design of a quality assessment tool to support effective professional learning and development in the context of contemporary global challenges

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

Evaluation of professional learning and development (PLD) has traditionally been superficial, mainly concerned with participants' initial reactions, and this data is usually gathered through generic questionnaires (Guskey, 2002; Merchie, Tuytens, Devos & Vanderline, 2018). The paucity of evidence-based evaluation relating to teacher PLD has resulted in limited knowledge of its impact on teacher learning and practice (King, 2014). In order to address the research gap, this paper reports on the design of a quality assessment tool for the monitoring and evaluation of online and face-to-face PLD courses in terms of quality, relevance, efficacy, and perceived impact of the courses on teaching practices in educational and other settings.

A team of researchers from Dublin City University, Institute of Education engaged in a project to support the work of the national Education and Teacher Training Agency (ETTA) in Croatia with the aim to:

- i) evaluate seven online PLD courses provided by ETTA to support practising teachers in Croatia
- ii) provide an evidence-based PLD quality assessment tool to support ETTA in future online and face-to-face course design, implementation and impact evaluation.

The project took place in the context of a period of curricular reform in Croatia, in order to support ETTA in developing quality teacher PLD. The conceptual framework for this study was informed by key literature regarding online and face-to-face PLD, with due consideration to evaluation and impact (e.g. Bubb & Earley, 2009; King, 2014; Opfer & Pedder, 2011; Merchie et al., 2018). The research design comprised a mixed methods approach, which included descriptive and statistical analysis of a survey, followed by thematic analysis of focus group data obtained over two missions. The sampling approach was purposive, including teacher participants of the seven online PLD courses. The survey and interview findings demonstrated that teacher participants rated the online PLD courses positively in general, however limited support for implementation of new practice was reported. The findings, combined with an extensive review of the literature, underpinned the development of a robust quality assessment tool that can support PLD development and evaluation in the context of contemporary global challenges.

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LIZ LAWRENCE

An exploration of rhythmic disruptions and interruptions in the art education experiences of generalist ITT primary trainees; reflection upon and recall of small narratives through the use of labyrinthine space and visual art based method

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

This paper reports on the methods and findings of a small scale doctoral pilot enquiry which draws upon Csikszentmihalyi's (2014) work on *flow* and Lefebvre's (2013) *Rhythmanalysis* in order to explore the barriers which disrupt and interrupt engagement in art education for generalist primary Initial Teacher Education trainees. Participants in the pilot enquiry were categorised as generalists due to not having any formal qualification in art at GCSE, A Level or other. They were also representative of the populous who left primary school within the last 10 years.

It was anticipated that the findings of the enquiry would be multi-purposeful; to inform the provision of Art and Design initial teacher training and the trainees' own school based practice. Conversely, it would also serve to examine the potential for researching creatively using a labyrinthine space and visual art as research methods.

Labyrinthine space: a portable labyrinth was created to elicit physical, mental and creative states of flow, where time was given to walk, reflect, verbally recall and make. Participants were invited to reflect on questions about past experiences of their own art education and verbally recount these through *small narratives*. Zhao and Goodson (2013) refer to small narratives as life stories which have strong individualistic character, linked to a person's broader life histories, which provide a fuller picture and understanding of teachers and trainees' lives, expanding beyond their own classroom practice and professional knowledge.

Visual art as method: familiar art materials placed in different task bags provided opportunity for the participants to engage in an open ended, playful approach to making with no defined outcome. Activities which give rise to optimal experience of *flow* often involve, amongst others; risk, discovery, not worrying about failure and an effortless yet highly focused state of consciousness. There may be a sense of time becoming distorted with the activity becoming autotelic. Such experiences are synonymous with artistic activity. Csikszentmihalyi (2014) suggests there are certain conditions that may act as obstacles for optimal experience of flow and questions what the long term consequences of this may be.

Through the lens of Lefebvre's (2013) *rhythmanalysis*, obstacles to the participants' own art educational experiences were analysed; both transcripts of their small narratives, and photographs of the remains of their making in situ. Rhythms present in the school day, the curriculum and pedagogy were considered. What is present; what is absent? What is the potential long term impact on the trainees own practice?

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DIANA TREMAYNE, DR LYNNE TAYLERSON

Leeds Beckett University (Diana), Independent researcher (Lynne)

A Tale of Two Tweeters

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

Educators' informal, social media-based professional learning dialogues are 'burgeoning' in participation and academic interest, (Bergviken-Rensfeldt et al, 2018, p.230), with the rhizomatic communities (Cormier, 2018) hosting them growing in number.

This paper explores intersecting yet contrasting approaches taken by two doctoral researchers investigating the use of Twitter for informal professional learning by educators working in Further and Vocational Education in England. An exploratory dialogue draws out research approaches, key themes and findings, we then invite perspectives from IPDA participants.

Diana's research was prompted partly by her engagement with Twitter and other self-directed opportunities for her own professional learning. In her study she considers one specific Twitter chat for FE educators and how this may support professional learning and develop teacher agency. Lynne's research was spurred by Education and Training (ETF) data reporting that some CPD for FE teachers does not fully meet their needs, particularly mandatory training which may have little or no value (ETF, 2018).

Diana's netnographic approach uses elements of social network analysis with participant observation and interviews. Detailed interactions are explored, some tweets being directly quoted with author consent. An ecological approach to teacher agency (Priestley et al, 2015) is adopted to explore how Twitter's material, structural and cultural resources and the UKFEchat hashtag come together with relational aspects of the chat to help support the development of teacher agency. Lynne's netnographic study also uses social network analysis to analyse dialogues from 3 Twitter-based educators' communities to develop a model of dialogue themes. Focus groups and 1-1 interviews with educators explored the model and experiences of and reasons for using Twitter for informal professional learning.

Diana's study highlights the importance of the Twitter chat structure in enabling informal, often social, chat, while also affording space for professional dialogue which can 'open up' opportunities for learning and support discussions considering beliefs and the wider purposes of education. Lynne's study finds teachers' Twitter dialogues can be said to fall under 3 lenses. 'Pedagogy' and 'Learning Community' dialogues show teachers collaborating to build technical and practical wisdom. 'Identity and Voice' dialogues concern values-informed, praxis, exploring teacher identity and agency, prizing democratic learning. Interviews reveal that discourses reduce teachers' isolation and allow agency in CPD direction, helping them advocate for social purpose education and self-empowerment of learners.

An exploration of where the 2 approaches and findings intersect, diverge and disagree will make for an engaging exploration of how 2 parallel research works unfold.

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DR NIKKI FAIRCHILD

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Walking-with Early Childhood Student Teachers: Thinking otherwise about the affective methodologies of outdoor place-spaces

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

This paper considers how affect theory and critical feminist posthumanisms can support Early Childhood student teachers think otherwise about young children's engagements with nature. The affective turn has developed to theorise the forces, objects, intensities, discourses, and flows that register on bodies shaping experiences (Massumi 2002), and emerged as a way to consider how experiences, interactions and encounters are not limited to human bodies and embodiment (Massumi 2015). Critical feminist posthumanisms seeks to unsettle the category of the 'human' as the historical site of political privilege by paying attention to non-human and other-than-human bodies (Braidotti 2011). Methodologically these ensure humans are not the only 'object' of study but that a host of other materialities, affects, elements, things and objects deserve attention as vital ontological players (Snaza and Weaver 2015).

The event in this paper explores a field trip with a group of Early Childhood student teachers to a nature reserve on the South Coast of England and adopted a walking-with methodology (Springgay and Truman 2018) which attended to space and place as more than an inert landscape. During this trip we experienced the affective moments of being outside and explored how these might challenge the view of outdoor experiences for young children. The affect generated during this walking-with-teachers event drew on the "capacity to affect and to be affected" (Stewart 2007, p. 2), the landscape and walking left 'impressions' on the Early Childhood teacher bodies and helped them reconsider their work with young children. This is important as linear progress and attainment of curriculum goals is a primary focus in Early Childhood Education and Care policy. Walking-with affect theory, critical feminist posthumanisms and Early Childhood Teachers provides different entry points into the debates which surround young children and highlights the pedagogical nature of place-spaces (Pacini-Ketchabaw and Taylor 2015). These provide sites to challenge existing professional knowledge allowing for a more expansive view of ethical response-able practices (Haraway 2016). Post-professional knowledges allow for ways of knowing which do not privilege the human but include relations between humans and other-than-humans.

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Action Research in a 'directed profession'

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

The discussion will propose that far more attention needs to be given to what is at stake during the 'incubation period' (Lawton-Sticklor and Bodamer, 2016) for teachers undertaking action research. We would like to explore the idea that neo-liberalism has created a 'directed profession' (Bottery and Wright, 2000), in which action research methodology has been appropriated by performativity agendas, so that in many cases it is a long way from its emancipatory traditions (Kemmis, 2006). Opportunities for professional learning are compromised. The discussion will focus on the importance of the incubation period in generating a values-based research focus among action researchers. We suggest that this is under-developed in many contexts and invite participants to refer to their own examples of strategies and tools (e.g. Daly et al. 2020). Such tools can help to reclaim action research for professional learning and from bending to the pressures of performativity in what it sets out to change.

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The implications of insider-research on methods and methodology when exploring vocational lecturers' perceptions of relationship between their professionalism and technology enhanced learning

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

The implications of insider-research on methods and methodology when exploring vocational lecturers' perceptions of the relationship between professionalism and technology enhanced learning.

This paper presents research which has been carried out for doctoral study. The research explores how vocational lecturers in a general FE college perceive the relationship between their professionalism and technology enhanced learning (TEL). As a lecturer in teacher education, I became aware of a tension within my professional context around the trust in vocational lecturers to make decisions around their teaching and learning, prompting this exploration. I therefore decided to carry out my study within my place of work to develop my own professionalism through better understanding the perspectives of those I work with, thus making me an insider-researcher (Unluer, 2012; Mercer, 2007). Consequently, contemplation of ethics was central to my research design as my insider-researcher status created ethical dilemmas. This research adopts an interpretivist, qualitative methodology to explore perceptions of 12 purposefully selected participants. Each were interviewed twice using semi-structured interviews. Interview data was analysed using constructivist thematic analysis. A reflexive journal enabled me to be aware of how my insider researcher status influenced the study. This paper focuses on the methods and

methodology to examine the decisions which I made as a research designer. Research findings reveal that the relationship between professionalism and TEL for FE vocational lecturers is complicated and with tensions. The use of TEL supports and hinders their professional relationship with learners through meeting learners' vocational and social needs. It appears driven by assessment and components of professional image in ways which are complicated and associated with performativity. It creates tensions associated with time, preparing learners for assessments and industry, and professional and personal beliefs regarding learners' social needs. This research uncovers the fundamental research problem whereby stakeholders, rather than lecturers, have more say over professional knowledge through their influence on vocational curriculum design and assessment. The study has implications for teacher training and development programmes, leadership and management within FE colleges and beyond and other stakeholders to understand the tensions within vocational teaching practice.

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Living Interactive Posters: a creative research method and form of assessment

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

The paper focuses on challenging orthodoxies and creating new imaginings of educational practitioners accepting educational responsibility for their professional development in their near-to-practice research. Living-Interactive-Posters are explored as a research method and also a form of assessment in the living-educational-theories of educational practitioners. Professional development of educational practitioners through near-to-practice research is at the heart of three new master's degrees created to enable educational practitioners to drive their own professional development. Through a Living Educational Theory research methodology practitioner researchers look at the educational influences in their own learning, the learning of others and in the social formations they are part of (Huxtable and Whitehead, 2020). Values embodied in practice are used as explanatory principles and standards of judgement.

The originality of Living-Interactive-Poster (LIP) lies in how it enables the researcher to clarify what constitutes the practice they want to research into and the values that form their explanatory principles and standards of judgment. A Living-Interactive-Poster as a research method offers a challenge for the researcher to use multi-media data to produce a representation that provides a window into their research. As a practitioner-researcher being a member of a peer validation community ensures validity (Habermas, 1976) and rigour (Winter, 1999) through the nurturing responsiveness (Mounter, 2012) found in 'i~we~I~us~' relationships in community. This supports the researcher asking, 'How can I strengthen my research?' This peer validation community also acts as a critical friend to validate the data collection, analysis and conclusions shared through the Living-Interactive-Poster. This process of developing thinking and understanding through interactions in the community supports the researcher to 'get on the inside' of their research, articulate clearly and succinctly and to defend it.

Newman University validating this 'innovative' (Newman, 2018) form of practitioner professional development interrogated the inclusion at level 7 of the Interactive Living Poster and peer validation community, concluding

'Overall, it was suggested, there was a warmth and sense of inclusion' (Newman, 2018)

The significance of this research to the IPDA conference is in the definition of CPD within a personalised career

structure. The rationale is also related to the conference strand in new ways of thinking about method and methodology in practitioner professional development and the British Educational Research Association:

‘We welcome alternative and new ways of engaging with research which demonstrate a non-traditional approach to academic presentation.’ (BERA, 2019).

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Pracademic Professional Friction: Boundary crossing and pressure points

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Focus: Professional friction (Ward, Nolen & Horn, 2011) can exist as pracademics (practitioner-academics) cross between boundaries of their different identities. Through an exploration of the self-perception of two collaborating pracademics, we will consider the organisational and occupational (Evetts, 2009) elements that exist when crossing boundaries and how they also play a part in generating professional friction, for pracademics.

Research Approach: Using two consecutive Lesson Study cycles as a boundary object, we will consider our pracademic identity through a spatial approach. Our data on our perceptions was collected through semi-structured qualitative interviews, which were transcribed and thematically analysed. This analysis was then critically explored using cultural-historical activity theory CHAT (Cole & Engeström, 2006) to consider how our pracademic identity interacts with the organisational and occupational landscapes we inhabit.

Key Findings/ Significance: Time, purpose, integration and collaboration are all elements that impact on pracademic identities. Each one of these themes both generates and reduces professional friction. As these themes vary, there are also moments of extreme professional friction, where the pracademics can almost cease their work entirely. These pressure points and their resolutions are key to understanding how pracademics can be further supported by other professionals.

While it is not possible to draw large conclusions from the experiences and perceptions of two pracademics, their experiences and understanding of contextual pressure points may facilitate the support of other pracademics as they explore professional friction in their own research and lived experiences.

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‘Pedactivism’ in Early Childhood Initial Teacher Education in England: Using Bakhtin’s carnivalesque to explore pedagogical narratives.

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

This paper is based on my doctoral study that considers how English university-based early childhood initial teacher educator’s (ECITE’s) narratives are defining their pedagogical approaches. It seeks to understand how utilising a playful language device based on Bakhtin’s ideas of carnivalesque (Bakhtin, 1984) can support five ECITEs in three different universities to talk about their experiences and values in relation to their teaching. The findings that have emerged indicate that ‘pedactivism’ is an important element within their discourses of practice. This concept adds to the development of a ‘pedagogy of teacher education’ (Loughran and Menter, 2019) as well as addressing the lack of research conducted by academics within ITE, particularly within the early childhood phase of education (BERA, 2018).

The research methodology is founded on a narrative approach to the gathering of data through co-constructed research conversations or ‘we-search’. It is framed by Bakhtin’s (1981) notion of language as a struggle between forces to make meaning and Bruner’s (2006) ideas of accessing knowledge and understanding at increasingly complex levels as stories about teaching in teacher education are shared and developed. This research engaged the ECITEs in three conversations over the course of a year to discover meaning together about the pedagogical discourses that were being defined and to capture this thinking in action. This thinking was revisited in order to consider how the experiences and values of the teacher educators in relation to their teaching, were being articulated. The utilisation of Bakhtin’s carnivalesque (Bakhtin, 1984) provided the inspiration for a playful approach to the analysis of data throughout the research gathering phase in order to consider the multiple perspectives held in the utterances. This approach enabled the transgression of boundaries and conventions through employing features such as unmasking, provocation, humour and metaphor to the data analysis. A significant finding is that early childhood initial teacher educators engage in forms of pedagogical activism or ‘pedactivism’ as they translate practices, pedagogies and language at the nexus of early childhood and compulsory education and this paper will explore this notion.

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Re-imagining learning in complex times: possibilities for Hong Kong and beyond

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Conceptualisations of learning vary across professions, sectors, disciplines and geographical contexts. ‘Lifelong learning’, often used as an umbrella term for learning that takes place beyond compulsory education, and often encompassing ‘adult education’, and ‘continuous professional learning’ have long featured as being characteristic of modern, and successful economies and societies (OECD, 2001). This area of focus and priority is no different in the context of Hong Kong. Hong Kong’s Legislative Council in their research brief ‘Nurturing of Local Talent’ (Legislative Council Commission, 2020:1), highlighted that ‘Hong Kong is lagging behind many developed economies in nourishing local talent’, and to tackle this, a focus has to be on both school, and continuing education in order for Hong Kong ‘to keep abreast of new knowledge and skills and avoid becoming obsolete’.

With ideas of ‘keeping abreast’ and ‘becoming obsolete’ emerging in the localised discourse of Hong Kong, what emerges are competing conceptualisations of ‘lifelong learning’ and its synonymous terms, as well as learning more generally. With societies, and communities around the world being increasingly characterised by shifting economic and socio-political contexts, how professionals and professions across sectors, fields, and disciplines are able to respond, and exercise agility and adaptability becomes increasingly important. Arguably central to this is both the professional and organisational capacity for learning. As responsible and engaged citizens, we are left wondering about the role of learning and education more broadly too in enabling communities in their pursuit of understanding, navigating, and acting within these increasingly complex societal contexts.

In addition, questions arise relating to the forms, purposes, and possibilities of learning across contexts. In trying to understand learning in its various forms across fields, disciplines, and sectors in contemporary society, both in Hong Kong and beyond, the work of Field (2000) offers useful themes for exploration. The drive for ‘learning societies’ can often be seen as a mechanism through which society and individuals are able to respond to changing life courses, or contemporary professional and societal challenges; a component of reflexive modernisation. In addition, it is often understood as enabling mobility (educationally, professionally, geographically, economically, and politically), a vehicle for reducing inequalities, and more broadly, contributing to individuals, professionals, and societies’ search for meaning (Aspin and Chapman, 2001).

The authors, being members of IPDA Hong Kong, and committed to understanding and enabling learning across professions, sectors, disciplines, and geographical boundaries, through exploring these questions, have found new possibilities for understanding the nature of learning, and how it is enabled. This session will be an opportunity to explore these themes on a broader geographical and professional scale.

This session will be led by practising professionals in Hong Kong, with dual ‘insider’ and ‘outsider’ perspectives and acknowledged limitations in aspects of our broader socio-cultural and historical understanding of this context, given that each have moved to Hong Kong. As such, this is an added ethical consideration and dimension to our observations when using Hong Kong as a stimulating case. With application across contexts, this session aims to consider the role of those with a stake in learning as part of their professional practice and/or field, in understanding what the future of learning could be across contexts and countries, the implications this might have for our communities and wider society, and ultimately how it enables the development of reason, and meaning-making in today’s complex world. To do so, this session will explore and problematise the following four strands, and associated questions:

How learning is conceptualised:

How is learning conceptualised/ understood across sectors, professions, disciplines, and geographical contexts?

The purpose(s) of learning in contemporary society:

What are the drivers behind various forms of learning in societies?

Factors influencing learning:

How do broader concerns of access, equity, power, internationalisation, and globalization influence the conceptualisation and realisation of learning in all its forms?

The context(s) for learning:

What are the necessary conditions for such learning to be possible?

Overall, this session will enable a critical exploration of what learning actually is, what it means across professions, sectors, disciplines and geographical contexts, and what it can offer us as we navigate complex futures.

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Pracademia: Exploring the possibilities, power and politics of boundary-spanners straddling the worlds of practice and scholarship

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

The word ‘pracademic’ has a thirty-year history and has been used to describe those in their field who simultaneously straddle the dual worlds of practice and scholarship, industry work and research (Powell et al, 2018). The term’s most recent popularization is credited to Posner (2009) who used it in the scholarly journal Public Budgeting and Finance. Defined by Walker (2010) pracademics are “boundary spanners who live in the thinking world of observing, reflection, questioning, criticism, and seeking clarity while also living in the action world of pragmatic practice, doing, experiencing, and coping” (p.2). In this special issue, pracademia is conceptualized as the nexus of research and practice and pracademics as the potential bridge between the worlds of education research and that of classroom, school and policy-making.

Pracademics are often considered dual citizens because they are actively engaged in both the world of academia and practice, yet exclusively belong to neither (Panda, 2014). Rather, being a pracademic requires a constant process of reconciling the demands of multi-membership (Kubiak et al, 2014), learning how to negotiate in two worlds, and establishing sufficient legitimacy to be respected in both communities (Kuhn, 2002; Powell et al, 2018). Pracademics have the desire and often the peer demand for clear professional relevance and potential practical impact of their research in their field, but this has to be negotiated alongside the demands from the academy for research rigour, relevance and originality of contribution. Also at play is how pracademics position and understand themselves as members of both fields and also distinctly different due to the dual elements of their identity.

Moving past the long-standing “tussle between scientific rigour and practical relevance” (Panda, 2014, p.143), this ‘Alternative Format’ workshop, connecting with a special issue of the Journal of Professional Capital and Community being co-edited by the authors, raises the possibility that pracademia and pracademics might offer an alternative to this type of dichotomy thinking and that pracademics may help make the practice of one educational community

more relevant to the other and vice versa. As such, the workshop aims to unpack what it means to be a pracademic across international educational contexts and spark an evolving conversation about the opportunities and tensions that are inherent in pracademia and the pracademic positionality. We hope to consider how pracademics might work with teachers, teacher educators, researchers, and policy-makers in ways that disrupt boundaries, catalyze education change and spur transformational learning at the micro, meso and macro levels.

To drive the conversation, the following questions will be used as a stimulus:

- What is a pracademic and who decides?
- What does it mean to be a pracademic in different educational spaces?
- What issues and/or tensions arise in the complex negotiation of the dual worlds of practice and scholarship?
- What role does identity and belonging play in pracademia?
- What does pracademia offer the field of education? Is the term limiting or empowering?

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Discussant – Pauline Stephen - Director of Education, Registration and Professional Learning

Paper 1 - Charlaaine Simpson - Senior Education Officer

Paper 2 - Sharon Smith - Senior Education Officer

Paper 3 - Elaine Napier - Senior Education Officer

Symposium: Teacher professionalism and what it means to be a teacher in Scotland

PROFESSIONAL CHANGE AND RESILIENCE

This symposium explores how GTC Scotland, as the professional body for teachers, supports teachers beyond Professional Standards to explore teacher professionalism. As the COVID-19 pandemic took hold, GTC Scotland recognised there was a need to support the health and well-being of our teachers linked to our professional values, as well as supporting our probationer teachers in new ways, as they move into a very different educational landscape. GTC Scotland Officers will introduce the enhancement of professional values at the heart of the refreshed and restructured Professional Standard with an emphasis of ‘Being a teacher in Scotland’ and share the resources that supported teacher’s health and well-being in the initial phase of school closures. We will then discuss our enhanced arrangements to support our probationer teachers through a variety of approaches as they embark on their teaching career.

Paper 1 – Being a teacher in Scotland

The suite of Professional Standards have been revised to include a section on ‘Being a teacher in Scotland’, which links teacher professionalism to who we are as professionals. We will share our thinking about how this builds on our professional values and the interconnectedness of teacher-as-learner and relationships with learners. We will discuss the fundamental aspects of collaborative professionalism, professional judgement and enquiry, and leadership which enhances teacher professionalism. These will be considered alongside Scotland’s commitment to Learning for Sustainability as a cornerstone of the professional values and a foundation of social justice.

Paper 2 – Health and well-being of teachers

Health and well-being of teachers is paramount. Through the creation of a 'Well-being hub', GTC Scotland commissioned and curated resources from partners and in doing so supported the well-being of teachers. We will share the premise behind the series of webinars provided during lockdown exploring mindfulness and managing stress, and the transition to becoming an online teacher alongside the impact of these and reflections from registrants to our Brew and a Blether series of chats.

Paper 3 – Supporting probation and post-probation teachers

We will share registrants' stories about what it feels like to be a probationer teacher amid a global pandemic and how this has affected how they prepare to welcome children and young people into new learning routines. Working in partnership with psychologists and expert coaches, GTC Scotland is offering a range of approaches to support probation and post-probationer teachers and their supporters with an ever-evolving situation where there is greater uncertainty which may lead to some of them to feel unsettled, anxious, or unprepared. Through general support and targeted interventions GTC Scotland is helping probation and post-probationer teachers to embrace the opportunity to influence positive change for themselves and their learners.

Discussion

The symposium will tell the story of teachers in Scotland reacting to and moving forward with the current pandemic and in doing so it will stimulate informed discussions about teacher professionalism and what it means to be a teacher in Scotland beyond Professional Standards.

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Harnessing and working with creativity to create engaging opportunities for all learners and to support teacher professional learning

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

This symposium presents perspectives from facilitators and participants of the Lead Creative Schools scheme in Wales - a partnership between the Arts Council of Wales and Welsh Government in response to the Smith 'Arts in Education' report (2013). Commencing in 2015, the programme aimed to support the improvement and quality of teaching and learning.

Paper one explores the definition of creativity within a professional context, as it is often misunderstood and can, therefore, be significantly undeveloped. It presents some contemporary frameworks including the Creative Habits of Mind (Lucas, Claxton and Spencer, 2012) and suggests an agreed definition is often the first step in fostering confidence towards a creative professional practice. Drawing on five years' experience and findings from working with teachers to develop their creativity, this study begins to interpret and propose a new and emerging framework.

The second paper considers the model of creative professional learning from the Lead Creative Schools scheme. The model incorporates both an initial element of professional learning for teachers and senior leaders followed by an extended period of 'in situ' ongoing professional development within the classroom where the teacher and a creative practitioner co-construct the teaching and learning environment with the pupils. This professional learning experience is designed to be disruptive, to encourage risk-taking and a more fluid approach, developing a collaborative learning community through reflective professional dialogue.

The third paper examines the tension that can exist between education and creativity through a study of one teacher's struggle to align their educational philosophy with often-restrictive timetables and structures within the school environment. Through a process of seeking alternative pedagogies and questioning purpose, there is a discovery that education without purpose has little meaning and therefore, little impact. The findings connect creativity with purpose and meaning in education as creative approaches privilege authenticity, individuality and embrace challenge. Whether that means creating a piece of art or thinking critically to solve a maths problem, creativity can be key to unlocking ideas. In this primary context, creativity was used to ignite pupils' interests and encourage them to develop critical thinking skills, problem-solving, collaboration and discipline.

The final element explores the process of empowering teachers to become creative practitioners from the perspective of a primary school Headteacher. It argues, given one of the aims of the Curriculum for Wales framework is to develop creative learners, this can only be achieved if school leaders firstly promote and secure stakeholders' confidence with experimentation, innovation and creativity. In this case, the impact of these findings has resulted in the emergence of a new culture of professional learning within the school.

Collectively, the symposium illustrates the potential impact and benefits that can be realised from working with creativity to engage learners and support teacher professional learning. It challenges education professionals to redefine their understanding of creativity and harness it in order to maximise opportunities for learners – whether students or staff.

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The relationship between curriculum development and professional learning

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

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Curriculum-making and professional learning are significant aspects of teachers' roles, yet the relationship between these areas remains relatively under-theorised. A recent study suggests that curriculum development is 'a vehicle for and driver of professional learning' (Cordingley et al. 2020), but greater understanding is needed of this intersection.

In order to throw light on this relationship, I present findings from a small-scale instrumental case study (Stake 2003). The focus is a primary school that presents an interesting context, in which teachers work together to construct a creative, project-based curriculum.

In this study, I take a dual perspective, considering professional learning for curriculum-making, and curriculum-making as professional learning. Data was gathered from classroom teachers and school leaders, alongside documentary analysis, to concurrently explore curriculum-making practices and instances of professional learning.

Early findings indicate a complex, multi-faceted relationship, with a two-way interaction in which the development of the curriculum is influenced by teachers' ongoing professional learning, and teachers' professional learning is influenced by the school's approach to curriculum-making. Both are underscored by the importance of teacher knowledge practices, and, at the intersection of the two areas, the roles of social practices, community and autonomy are apparent. Whilst generalisations cannot be drawn from a single case study, these findings contribute

to understanding how curriculum-making and professional learning connect through a complex, dynamic relationship.

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A Story about Stories: An investigation into the role of storytelling in professional education.

CHALLENGING ORTHODOXIES/TAKING RISKS : NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

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Storytelling affords many pedagogical benefits for practitioner education, but it is not an instinctive craft. Its usage in education is often hidden practice, under-valued, under-utilised, and enmeshed in contention (Heinemeyer and Durham, 2017; Rosen, 1998). Yet storytelling can be employed to challenge orthodoxies in the current climate: “Through narrative we construct, reconstruct, in some ways reinvent yesterday and tomorrow” (Bruner, 2002: 93). A core of academics (e.g. Beattie, 2017; McDrury and Alterio, 2003; Moon, 2010) testify to storytelling’s suitability for use in multiple teaching situations, however, it is rarely mentioned in teacher training programmes or manuals. It lies on the periphery of our pedagogical toolkit. Many practitioners instinctively draw upon it, but it is often used spontaneously with little strategic thought into how it is used or the impact that it might have - in this sense it is a hidden technique that does not appear in lesson planning.

In this paper I draw on empirical materials from my PhD research to explore the professional landscape of storytelling in one university in the Midlands. I employed Trickster Methodology to observe a variety of practitioner-educators (including PCET and ITT), charting incidences of storytelling against a “typology of story”. This enabled me to witness the many ways that lecturers use story in professional learning, including discovering new categories of “hypothetical” and “fractured” stories. Employing a narrative ontology and narrative inquiry epistemology, I developed Story Circles for Research as spaces for lecturers to share stories, explore perceptions of storytelling, and develop semi-fictional but “authentic” stories about their practice. Participants discussed benefits, challenges, and dangers of using storytelling, and how they had adopted story techniques through trial and error until they became a natural part of their practice. Although practitioners talked about valuing storytelling, there was often an underlying tentativeness and vulnerability as to when and how to use storytelling productively and safely. Despite the complexities surrounding storytelling as pedagogy, participants had never received any training or guidance on using it in their teaching, yet, as Moon (2010:8) attests “we would do well to educate new teachers in the art of storytelling because in that is the essence of the art of engaging audience.”

I propose that storytelling capital is a form of cultural capital; it is an essential part of what makes us human and is vital to our professional development. Storytelling is hidden practice that needs to be unveiled in the twenty-first century, revitalised for all levels of education to create new imaginings for practitioner teaching and learning. It should be included in CPD programmes so that practitioner-educators can be confident in using it, able to master this craft for themselves, so that it can be taught on ITT and PCET programmes. Ultimately, the versatile characteristics of stories enable them to be used for multiple purposes, their elusive nature potentially creating a counterpoint to the grand narratives of performativity, neoliberalism and capitalism.

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RAMESH SANDHU

Investigating the Changes in Beliefs, and Attitude towards Digital Teaching-learning due to Faculty Development Programme in Indian context.

CONNECTING CURRICULUM DEVELOPMENT, CREATIVITY AND PROFESSIONAL LEARNING

This research paper examines changes in higher education teachers' beliefs and attitude towards digital teaching-learning following the course of Faculty Development Programme (FDP). These courses were concerned with various digital teaching learning tools, Open Educational Resources and online examination tools. The objectives of these FDPs were to familiarize and develop the skills of using these online education and examination tools. Educating the HE teachers in digital teaching –learning technologies has been necessitated due to pandemic COVID-19 and lockdown. Findings from pre/post surveys and interviews suggest that the majority of the teachers experienced significant changes in their pedagogical beliefs, and significant positive attitude towards digital technologies. While the majority of teachers were applying the knowledge and skill gained through FDPs, others faced some problems in implementing the digital technologies. Several recommendations were discussed to solve this problem.

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Floating not drowning: the case for buoyancy to help teachers un-struggle

PROFESSIONAL CHANGE AND RESILIENCE

This paper offers a provocation that everyone will struggle at some point in their professional life. The author considers the concept of buoyancy as an enabler for the process of un-struggling. Struggling has previously been situated in the domain of competence and failure. Here, struggling is positioned clearly within the wellbeing arena and is defined as a 'feeling of temporary fracture which arises out of situated responses to and interactions with events in perpetual motion' (XXXX, 2019, 210).

Buoyancy is part of the wider coping literature and is defined as the ability to successfully deal with setbacks, challenges and struggles that are characteristic and typical of the everyday course of working life (Martin & Marsh, 2008; Parker & Martin, 2009). There are overlaps between buoyancy and resilience, where resilience is seen as the ability to call upon reserves of physical, psychological and emotional energy (Day, 2012). Day (2012) defines resilience not as an innate quality but as one that is linked to one's purpose and which can be developed relationally in a caring setting. When effective coping strategies are enacted alongside a high sense of buoyancy, well-being, enjoyment and participation in the workplace can be enhanced (Parker & Martin, 2009). The author suggests that if struggling is conceptualised as an absence of (effective) coping strategies and the presence of low levels of

buoyancy, ill-being and disengagement in the workplace could ensue.

The author will share stories from teachers about their experience of struggling and present teachers' use of water-based imagery. Using an innovative methodology, teachers expressed what it means to be struggling by placing and moving arts and crafts materials. Kathryn used blue felt to demonstrate the 'shark-infested waters' she operates in. Jonathan's experience of struggling (as expressed in his collage) takes place completely under water. James talked of the 'float not swim' message to avoid drowning, noting that struggling is a fluid experience. Ben said: 'if people are drowning, they're not gonna tell you... so why not have a shallow end where you can just stand and float and pretend?'

The presentation will conclude with a call for compassionate communication as an enabler of buoyancy and a potential catalyst for un-struggling.

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Secondment of teachers as Continuing Teacher Educators to an Irish national support service: Tensions and Transitions

PROFESSIONAL CHANGE AND RESILIENCE

In Ireland, state-funded Support Services provide continuous professional learning for primary and post-primary teachers in line with education policy priorities and curriculum reform. They are staffed with teachers seconded to the Services on a yearly basis, up to a maximum of five years. The rationale for secondment is rooted in the assumption that "Secondment is an important element of a teacher's continuing professional development" with the temporary nature of the tenure legitimised by "...the benefits that will accrue to the employer on return of the secondee to the school" (Department of Education and Skills, 2018:4). There is however a significant gap in what is known about the professional learning experiences of teachers while on secondment. With the exception of one study in the Irish context (Touhy & Lodge, 2003), no Irish research has captured or documented the effect of this experience on the secondee and the school to which they return. With an increasing trend in such teachers not returning to school post-secondment, there has been no research into how working with these support services influences their decisions to choose alternative career routes or whether accrued learning and knowledge is utilised by those other work environments.

This study investigates the knowledge, learning and experience acquired by teachers while on secondment to Ireland's largest Support Service, the Professional Development Service for Teachers (PDST), and the effects on their post-secondment career destination. The study's theoretical framework is located within the experience of the teacher throughout the secondment journey and the professional transitions and tensions arising from the peaks and troughs of professional/personal gains and losses along the way. In interpretivist tradition, it utilises qualitative interviews to explore this from the perspective of a purposeful sample of teachers previously seconded to PDST who have since either returned to school or taken up another position in the education system. The paper will present

initial findings concerning:

1. Initial paradoxes and tensions engendered by the steep learning curve synonymous with becoming a teacher educator while remaining attached to the first order teacher identity;
2. New paradoxes and tensions that later emerge between the transformational effects of secondment on personal and professional identities and the limits of the tenure conditions.

As this is a considerably under researched area in the Irish teacher education context, the findings yield fresh insights into professional learning for continuing teacher educators, shifting identities, career motivation and indicate a need to better understand knowledge generation and capacity building within the education system. They will also highlight issues with the short term secondment model regarding the preservation of expertise, and effective succession planning in light of ongoing staff attrition. A greater understanding of the learning and experience acquired by a teacher on secondment and how it impacts on where they go and what they do thereafter, may also help to advise future policy's rationale regarding terms of secondment.

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KERRY JORDAN-DAUS, JEN SHEARMAN, KATIE CLEMMY, KAREN VINCENT, LACEY AUSTIN

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These are our stories: waving not drowning as we navigate Covid:19

PROFESSIONAL CHANGE AND RESILIENCE

The purpose of this symposium is to share our experiences of Covid:19 to recognise that our new normal needs to be more gender inclusive. Our stories illustrate some of the experiences of academic women's lives.

Facing huge challenges and conflicts in our professional lives as a consequence of Covid:19, each woman has their own story to tell of sense making. We have faced professional change and found the resilience to navigate these unprecedented times. Rejecting attempts at homogenising women's stories, this symposium seeks to work within a critical feminist research paradigm, honouring individual voice in a process of sense making. I am the story and this is my truth. Our narratives (Clandinin, 2013, Coleman, 2011, Fitzgerald 2014) expose the diversity and richness of our life.

In this symposium, we explore what is our new normal and what needs to change to address inequalities in our systems going forwards and not backwards. Recognition of losing what has been gained, being aware of this, not giving up or giving in; resilience, waving not drowning (Smith, 1988).

Juggling: D's story is about life in lockdown caring for a young adult with autism; finding space to support her daughter's additional needs, maintaining her own Doctorate study work and writing; all on top of the day job of teaching undergraduate and postgraduate students. D refuses to sacrifice "her" identity.

Coping: With two young daughters fear characterised K pre-lockdown period. How would I cope? This was replaced by a sense of relief in those early weeks. How did I cope before? But as time has gone on frustration has become the new normal. How will I cope moving forward and regain the ground I've lost?

Adjustments: Whilst time previously spent travelling has been utilised for more productive work, family demands have also increased. Supporting isolating parents who have relied on us for their shopping and emotional support

alongside our two returning adult children has been challenging. Adding up: J is a mum of two primary-aged children, a full-time university lecturer and a part-time doctoral student. J's specialism is mathematics education, but her numbers don't add up: when lockdown began, J calculated too many demands on her time. It has been difficult for J to put her thesis, the only thing 'just for her', to the bottom of the to-do list.

Uncertainty: At the beginning of lockdown L secured a new leadership role in a large multi academy trust. After seven years in a small, rural school this decision means leaving comfort and safety for the unfamiliar and uncertain - the new 'normal' in all aspects of her life!

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CELIA GEEN

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Putting Practice First: teacher-led professional development in action

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

Wiliam (2014) proposes that the only way to improve student success is to improve teacher quality, working with your existing teachers – a strategy he names 'Love the one you're with'. Hattie (2019, p. 3) concurs and directs us to his research finding, '... the greatest investment needs to be directed towards the expertise of educators to maximise the collective impact on students...' But what generates this quality and expertise? Crowley (2014, p. 2) tells us that, 'Comprehensive research and an evidence base determining which approaches to CPD are more effective and efficient have been sparse.'

Evaluation of teaching and learning by Ofsted does not necessarily bring about changes in the performance of individuals, or result in improved achievement rates, and can be viewed quite negatively by staff, managers and education leaders, 'Those in power already know, for instance, that the inspection system, for all its positive features, is flawed, dysfunctional and damaging ...', (Coffield, 2017, p. 69)

My small-scale research study is an enquiry into approaches to collaborative CPD and considers what interventions, methods and models of improvement might create conditions to support the development of teachers' capacities for self-improvement.

The study looks at Joint Practice Development (JPD) (Fielding, et al., 2005) which is a different approach to CPD as it draws upon the skills and knowledge of participants working collaboratively. Research shows that involvement in JPD, with structure and facilitation, makes teachers feel valued, encourages them to take ownership of their development and work in collaboration with their peers and the management team.

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The Use of Lesson Study in a Nonformal Youth Education Program: Two Case Studies in 4-H

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

The 4-H Youth Development Program offers educational opportunities in nonformal settings – clubs, afterschool programs, and camps – to youth aged 5-18. Administered through land grant universities in the United States, 4-H reaches over 6 million youth in rural, suburban, and urban areas (National 4-H Council 2017). Furthermore, independent 4-H programs serve youth in more than 50 other countries (National 4-H Council 2015).

With approximately 500,000 4-H volunteer and 4,300 staff educators in the United States (USDA 2017, NAE4-HA n.d.), effective professional development is essential to ensure high-quality programming. However, most 4-H professional development involves traditional, episodic events (e.g., workshops), and there is a “...need to introduce more reform-based professional development opportunities into the 4-H landscape...” (Author 2017, para. 21).

Lesson Study, a reform-based professional development model, advances classroom educators’ knowledge, skills, confidence, and pedagogical practices in various content areas (Lewis et al. 2006). In contrast, empirical literature on the use of Lesson Study in nonformal education programs is limited (Author 2013).

We will present work from a national collaboration to expand and sustain the use of Lesson Study in 4-H (Author 2019). Specifically, we completed a case study involving three state 4-H programs that explored the use of Lesson Study with different 4-H educators in various 4-H contexts administered through state programs. Findings revealed improvements in educators’ data-driven decision-making, content knowledge, lesson planning and implementation, social support, and use of reflective practice.

Nonformal education programs differ from schools in numerous ways. Thus, we adapted the traditional Lesson Study model to work within the 4-H context. Modifications included the use of written reflections from educators and youth participants as main sources of formative data instead of third-party observers (Lewis and Hurd 2011). Additionally, opportunities to reteach lessons (Lewis and Hurd 2011) were limited in 4-H contexts.

Our project placed an emphasis on the craftsmanship required for Lesson Study to be effective. Researchers and program administrators focused on being systematic and intentional with respect to the Lesson Study process. We also emphasized the need to incorporate the pedagogical foundations of 4-H – constructivism and experiential learning – into program implementation.

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The identity, ethics and response-ability of an educator with and beyond professional standards and with values of living-global-citizenship, human flourishing and Living Theory research.

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

Defining professionalism? Professionals in the 21st century? Professional standards? Do we need them, and what could we do without them? Whose interests do they serve? 'post-standards' professionalism? Practice in contexts of uncertainty? Professional knowledge-making? Who makes it? Where is it made? Who is it for? What does it do? Tensions? Implications? Being and doing in practice spaces? Race, class, gender and sexualities? Practice ethically with responsibility and being response-able in our practice? What does all this mean for: students, educators, leaders, policy-makers and communities?

i) Defining professionalism? The standards of the Health and Care Professions Council (UK, 2016) and the Code of the Society of Physiotherapy (2019) will be used to define professionalism.

ii) Professionals in the 21st century? A case will be made that professionals have a responsibility to contribute to their professional knowledgebase with explanations of their educational influences in their own learning, in their own learning and in the learning of the social formations that influence practice and understandings. (A & B, 2116)

iii) Professional standards? These are necessary for accepting an individual for admission to the profession. The limitations are focused on the lack of standards for recognising the continuing professional development of professionals through a life-time of professional practice and learning.

iv) Do we need them, and what could we do without them? Those of us who wish to contribute to enhancing professionalism in our chosen profession need standards to recognise the nature of these contributions. Without standards we could not recognise each other as professionals.

v) Whose interests do they serve? Those of us who wish to enhance professionalism.

vi) 'post-standards' professionalism? This looks like the Living Theory explanations generated by professionals that go beyond professional standards in their original contributions to the professional knowledgebase.

vii) Practice in contexts of uncertainty? Covid-19 is creating contexts of uncertainty for all professionals. Practices will be considered in the light of these contexts of uncertainty.

viii) Professional knowledge-making? Evidence will be provided on the values of living-global-citizenship and human flourishing in enhancing professional knowledge-making.

ix) Who makes it? Where is it made? Who is it for? What does it do? The making of professional knowledge requires both the knowledge generated by researchers in the traditional disciplines and the knowledge generated by

practitioners as they generate evidence-based and valid explanations of their educational influences in learning. It is for the individual, for new entrants, for CPD and for policy makers and enhances the knowledge of those who are interested in improving their practice.

xi) Tensions? There are tensions related to the power relations that legitimate what counts as professional knowledge and the academic legitimization of this knowledge from the grounds of professional practice.

Implications? These are focused on the professional as a knowledge-creator.

xii) Being and doing in practice spaces? These are focused on exploring the implications of asking, researching and answering questions of the kind 'How do I improve what I am doing?'

xiii) Race, class, gender and sexualities? These provide a focus on inequalities and for the values we use for judging improvements in professional practice (Briganti, 2020)

xiv) Practice ethically with responsibility and being response-able in our practice? These meanings will be presented in the explanations of educational influence in learning generated by professionals from the ground of their practice in over 40 Living Theory doctoral theses (A, 2020)

xv) What does all this mean for: students, educators, leaders, policy-makers and communities? The meanings will be focused on their living-educational-theories as they enhance their professional practice and contribute to their professional knowledgebases (Living-posters homepage 2020)

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What's love got to do with it? Researching the notion of professional love in Nurse Education

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

The presentation will discuss a current research project into the re-imagining of the role of the Personal Tutor in Undergraduate Nurse Education. Particular attention will be paid to the contentious notion of professional love as it relates to the rhythms of kindness, caring, and compassion within professional relationships and the potential for (re)modelling of the Personal Tutor role. A flexible approach to methods of data collection is examined based on the theoretical and philosophical concepts underpinning this study, including self-interview and/or walking interview to allow participants optimum space and time to provoke memory/thoughts of the professional relationship and reflection of their experiences in the midst of a global pandemic.

GARRIE-JOHN BARNES

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MY RESEARCHER POSITIONALITY: A LIQUID INBETWEENER

THINKING OTHERWISE ABOUT METHOD AND METHODOLOGY IN NEAR-TO-PRACTICE RESEARCH

This paper seeks to answer the question I asked myself at the start of the second year of my PhD, “So, what’s my researcher positionality then? Am I an insider, outsider or... some kind of ‘inbetweener’?”. In the last year, as part of my inquiry into headteachers’ ‘active promotion’ of Fundamental British Values in a network of twenty-one English independent Christian schools, it seems my researcher positionality may have finally been located.

A pen portrait of the headteachers, their schools and the controversy following the Trojan Horse Affair of 2014 will be included in this paper to help orient the reader. Then, following a definition of the concept of researcher positionality, my own position within this project is analysed with reference to Banks’ (1998) linear model of positionality and Hellowell’s (2006) notion of a researcher’s sliding position on an insider-outsider continuum. Chavez’s (2008) concepts of the ‘partial insider’ and ‘total insider’ are also central to this discussion to help illustrate the interrelationships between a range of insider-outsider perspectives and in particular the extent to which a researcher’s positionality may shift within the course of an inquiry.

It seems that my own researcher positionality is rooted in my evolving and overlapping professional identities as a former headteacher, school inspector, national association leadership team member and my Christian worldview. The interrelationships between these identities and their influence on how participating school leaders may perceive me are explained and illustrated via a Venn diagram to show how my professional identity determines my positionality.

In the prelude to the main findings, to be accumulated through a series of semi-structured interviews with twenty-one headteachers, reflexive strategies employed to aid an ongoing understanding of my position as researcher in relation to my participants are illustrated. My adaptation of a reflexive framework developed by Rolfe, Freshwater and Jasper (2001) will be instrumental in this process. However, as no version of positionality has yet been found to depict my own locale adequately enough, the concept of a ‘liquid inbetweener’ (adapted from Milligan’s (2016) notion of the ‘inbetweener’) is proposed.

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A 'knotty' problem: researching teachers' experiences of Master's level research through a rope metaphor

PROFESSIONAL CHANGE AND RESILIENCE

This paper presents a conceptual framework intended to support careful investigation of teachers' identity (re-)formation through the metaphor of a rope, influenced by Hattie (2004) and Engeström (2004). The framework has been developed within a doctoral study which seeks to map teachers' experiences as they engage in Master's level research and interrogate how these experiences influence their identity/identities as teacher and researcher.

The commitment to establish and support teachers' research activity has a long history in England and internationally and has been re-affirmed in recent years. It has been suggested that teachers' engagement in research activity and critical scholarship can encourage action and reflection which serves a variety of interests and purposes, from solving individual and local problems through to articulating with other interventions and wider social movements. However, such engagement can be problematic given extant (initial and continuing) teacher education policies in England, which seem grounded in the 'what works' agenda and in narrow constructions of evidence-based practice.

These issues are elucidated in accounts from teachers engaged in part-time Master's level research. In interviews, which acted as early reconnaissance work for the research project, teachers expressed anxieties about their professional identity, value and worth and indicated tensions between the dual demands of their work as both teacher and researcher. These accounts are significant when explored through the lens of teacher identity (re-)formation. A growing body of literature describes how teachers' professional identities constantly change and evolve over time in relation to cultural and social contexts, as well as in response to teachers' professional development activities which can incrementally affect an individual's beliefs, ideals and subsequent practice. However, little is documented about the impact on teachers' identity as they engage in Master's level research, or the potential for teachers to experience conflict as their professional identity/identities (re-)form as teacher and researcher.

In this paper, I propose that using a rope metaphor provides a framework for more nuanced interrogations of teachers' experiences during their Master's level research, through which any impact on (re-)formation of their identity/identities can be articulated. Drawing on the maxim of Wittgenstein (1958) it is recognised that the strength of a rope lies in the overlapping of many fibres, mirroring the multiple dimensions of a teacher's identity/identities. By examining individual identity/identities over time using this framework we may come to understand how, and when, these fibres come to be tightly bound together and if, and when, the fibres might separate and 'fray'. The paper concludes with details of an ongoing case-study approach which seeks to elucidate narratives from teachers during their Master's dissertation year using video diary methods to map and analyse their 'identity ropes'.

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Researching Educational Activism: Round Table

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

The Round Table will present some recent research on Educational Activism within the context of the Covid 19 induced educational crisis of 2020 and its legacy. The discussion will use Rhythmanalysis to reflect on the research and explore the emerging rhythms of contention, resistance and renewal that are now disenable in the education field. Questions will be discussed regarding the relationship between Educational Activism and research and Educational Activism as research.

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Living Professionalism: a challenge to current orthodoxies

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

This paper focuses on challenging orthodoxies and new imaginings of professional development of educational practitioners researching their teaching and learning. Professionalism and professional development are explored in terms of Living Professionalism:

1. Research-led practice
2. Given-curriculum comprising skills and knowledge defined by professional standards
2. A career commitment of professional educators researching and co-creating with their students their own living-curriculum
3. Co-creating values-led explanations of educational influence in their own learning, the learning of others and in the social formations they are part of
4. Active in peer validation groups ensuring rigour and social validity adding to the educational knowledge-base

The paper draws on a Living Educational Theory research approach (Huxtable and Whitehead, 2020) to continual professional development (CPD) in three new Masters programmes: 'Values-led Leadership', 'Inclusion and SEND' and 'Apprenticeship'. These programmes meet and go beyond professional standards using an individual's constellation of values as their explanatory principles and standards of judgement in explanations of their educational influences in learning.

The originality of this paper is related to 'imagined possibilities' in practitioner CPD which Craft (2000) says is central to enhancing and maintaining the quality of teaching and learning. Limitations of research are explored, such as Macbeath (2014) and Clayton et al (2017) who link professional development and school improvement, describing how this can narrow the focus of CPD to measurable outcomes, defined by OFSTED or the government.

The significance of this research to IPDA conference strands is in the definition of CPD within a personalised career structure. The rationale lies within the South African understanding of Unbuntu and the development of this idea to 'i~we~I~us~ in community'. The rationale is also related to the Teachers' Professional Development Expert Group (2016) in their description of effective practice in CPD and Spielman's (2019) focus on substance and integrity.

The Ethical Leadership Commission (2019) in their report highlight values as an integral requirement to retain leaders for the future of schools. The paper demonstrates that practitioner CPD can be intrinsically motivating and

inspiring and part of a practitioner's professional and personal growth and transformation, which are interconnected.

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Beyond Apologia: Towards a new politics of Religious Studies Teaching

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

It has been contended that 2010 marked the end of prosperity for Religious Education (Wintersgill and Brine 2016, Brine and Chater 2020). As a teacher on the front line, the literature defining the fragility of Religious Education was a lived experience and disaffection characterised the everyday. Yet in 2020, the field of RE is ascending a divergent moment, bringing with it an optimism for renewal.

In discord with the dominant rhythm of anguish, the 2018 Commission on Religious Education marked a moment to perceive what RE could become. The teacher would be integral to this process (NATRE 2018). No longer consigned to external forces, they would become the means to construct and revolutionise the future Religious Education.

Where is A Level Religious Studies in this moment? The gap in literature concerning A Level RS is striking. A Level RS is an examination subject, but so too is GCSE RS, of which in comparison, there is abundant interest. The inclusion of A Level RS within the CoRE (REC, 2018) is slight but the implications for A Level are recognised. It is therefore vital that A Level RS teachers strive to engage in dialogue generated by the publication of the commission.

To change the world life needs to be rehabilitated and we begin with the *quotidienne*. Everyday life is shot through with rhythms; 'conflict between great indestructible rhythms and the processes imposed by the socio-economic organisation of production' (Lefebvre, 2004 pg. 73) and it is with rhythm that this research begins.

This research therefore intends to begin with the everyday of the teacher of A Level Religious Education; the banal, the mundane and the insignificant in order to critically expose how the rhythms of the everyday have assisted in the capturing of Religious Education up until now. Within the process of *rhythmanalysis* lies the potential for the demystification of Religious Education. An opportunity to grasp this current moment and to experience a vision of Religious Education free from alienation and ontologically assured.

This individual paper therefore explores the potential of *rhythmanalysis* as a tool for the restoration of Religious Education. Religious Education is transitioning, and as A Level teachers we cannot continue to be dissociated from the wider field of RE, but must become agents of change.

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Preparing for chaos: how did new teachers manage covid19 disruption?

Lockdown in Scotland coincided with year 3 of the Measuring Quality in Initial Teacher Education (MQiTE) longitudinal survey of early career teachers. We saw this as an opportunity to consider how well ITE in Scotland prepared student teachers for uncertainty through developing teacher reflexivity, building on the idea that “the ability to adjust to change, especially rapid change, which is important to engaging with an uncertain future” can be a key measure of ITE effectiveness (Nikel and Lowe 2010, p. 599). Changes to the survey were made, expanding a battery of questions around teacher efficacy taken from the OECD’s (2018) Teaching and Learning International Survey to include a new item “In your teaching, to what extent can you respond to new initiatives or changes (e.g., emergency remote teaching)?” This was intended to reflect how it would not be fair to judge ITE on how well it prepared new teachers specifically for working during a pandemic, nor would we wish to just ask about remote or blended learning as normal pedagogy but rather allow teachers to self-define all the ways that they needed to be prepared for supporting learning remotely *and* in an emergency. For instance, we wanted to allow teachers to consider how their whole role shifted, including broader considerations such as how teachers see themselves as assuming broader roles within society and their local communities (Valcke, 2013).

Responses so far indicate that teachers largely felt able to respond to the challenges of emergency teaching during a pandemic. Responses on a 4-point rating scale, where 4 was ‘a lot’, averaged 3.4. This compares favourably with overall efficacy ratings across the other 21 efficacy dimensions of 3.13, suggesting that teachers felt even more able to respond to emergency remote teaching than many other aspects of teaching that are considered as standard abilities by the OECD. In September 2020, our research team was awarded BERA small grant funding to add qualitative insight to these findings through four focus groups. In our presentation, we wish to share some of the development of the focus group questions as informed through our analysis of correlation and group differences in teacher self-efficacy and CPD responses to the 2020 MQiTE survey. This discussion should be useful in reflecting upon how ITE relates to career-long ‘learning teaching’, and should be especially interesting to those considering whether professional learning or standards need to explicitly address working in extreme conditions as part of professional resiliency for increasingly uncertain futures.

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A Study of Primary School Teachers' Perceptions of Growth Mind-Set

PROFESSIONAL CHANGE AND RESILIENCE

This paper focuses on the outcomes of a research study relating to school teachers' perceptions of growth mind-set. The study aimed to investigate primary school teachers' definitions of growth mind-set (Dweck, 2017) and what influence they perceive growth mind-set might have on learners' attitudes to their learning. It also aimed to discuss barriers and benefits to developing a growth mind-set within the primary classroom.

An analysis of relevant literature relating to school teachers' perceptions of growth mind-set found that there is overwhelming support for the use of growth mind-set to influence learners' thinking in relation to the idea that intelligence and ability can grow through perseverance and resilience to failure (Castonguay et al., 2013). Participants showed similar perceptions of growth mind-set, believing that it has overall benefits to improving learners' attitudes to their learning. However, findings also indicated that differences in understandings of growth mind-set resulted in an overuse of praise for effort regardless of learning outcome.

The methodological approach for the research was mainly interpretivist (Punch and Oancea, 2014) enabling the research being participant led and nuanced. Teachers from two schools anonymously completed a mixed-method questionnaire whereby both qualitative and quantitative data was gathered. Semi-structured interviews were also carried out; key themes from the questionnaires' qualitative data informed an interview schedule with a cross-section of purposively selected participants.

Respondents felt that there was a clear definition of growth mind-set within their schools; however, when this was explored further it transpired that the definitions from all participants differed slightly. The overwhelming perception from School A in relation to defining growth mind-set was that it helps learners to know how to become a successful learner, including helping pupils realise how they learn (Sun, 2015). In line with the findings by Mofield and Peters (2018), this study concludes that both schools felt growth mind-set is influential in improving attitudes to learning for all ability groups and can be used across a range of subjects/ areas of learning and experience. However, teachers also believed there are barriers to developing a growth mind-set within their classroom, including that of consistency and momentum, consistent with the work of Fraser (2018). The study suggests that a more permanent culture change for a sustained environment of growth mind-set needs to be embedded within schools to develop a shared vision that includes the importance of both effort and outcome.

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LIZANA OBERHOLZER, PAUL CAMPBELL

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Making the Leap into Higher Education: An exploration of how school leaders and teachers can make the transition into higher education with the support of mentors and coaches.

PROFESSIONAL CHANGE AND RESILIENCE

The future of teacher education and education research in large part relies on teachers, school leaders, and other educators making the leap into higher education at some point in their careers (Murray & Male, 2005). The transition into Higher Education (HE) is a significant change from working in a school, and many who are already engaged in various forms of teacher education in different professional spaces, make this leap into HE at some point in their career to support others to grow and develop in new ways. Not only does this transition require teacher educators to start afresh in a new career and landscape, as well as tailored support appropriate for the stage they are at as outlined by Blanchard et al (2018); colleagues need to negotiate and explore how their own identity as a teacher educator requires reimagining. Despite the widely noted acknowledgement of this in the literature (e.g. Maguire, 1994; Grundy & Hatton, 1995; John, 1996; Korthagen, 2000) there remains little empirical exploration of this complex issue (Murray & Male, 2005).

The challenges that can coincide with such a leap into the unknown are explored in this multi-perspective case study, where the experiences of teacher educators are explored and how mentoring and coaching helped them to make that transition successfully. The study draws on qualitative semi-structured interviews to shape case studies from a range of teacher educators who made the leap or are in the process of making the leap into HE (Cohen et al, 2018). The study seeks to explore the impact supportive mentoring and coaching practices had on enabling these colleagues to make this leap successfully.

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FIONA KING, SUE SWAFFIELD

Lead Learning: Special Journal Workshops: ‘Perspectives on Leadership for Professional Learning: An Emerging Community of Researchers and Practitioners’

Overview of special issue/ LfPL community

Overview of 3-4 selected articles

“Meet the authors” - small group discussion

Developing the community/ Where to from here? - Preview the virtual symposium in Summer 2021 and Dublin symposium in Summer 2022 - & Discussion

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Professionalism and professional development: modelling a dynamic relationship

PROFESSIONAL CHANGE AND RESILIENCE

Long-standing debates on the nature of professionalism in teaching continue (for example, Alexander et al. 2019; Sachs 2016). Varying conceptions of professionalism, which draw on both empirical research and theoretical developments in education and more widely, generate discussion of whether and how to improve teachers’ professionalism, such as by increasing professional autonomy, regulating how professionals operate in their practice or promoting one or other approach to professional development (Booth et al. 2019). These varying models of professionalism suggest, and in turn are suggested by, different approaches to professional development (see also Mockler 2013; Perry et al. 2019; Sachs 2016; Evans 2011).

This workshop will enable participants to consider key conference questions, such as what it means to be professional in the 21st century and how we define professionalism and the nature of professional knowledge-making like in a ‘post-professional’ age, by exploring these debates about the nature of professionalism in teaching and how this has changed over time. We will present a framework of four forms of professionalism, synthesised from a range of theoretical and empirical studies (including Sachs 2016; Hoyle 2008; Evetts 2009; Beyer 2007; Zeichner 2010; Whitty and Wisby, 2013). Each form has particular characteristics relating to aspects of teachers’ roles and practices such as agency, autonomy, accountability, practices, purpose, relationships, status and professional development.

A key feature of each form of professionalism is its orientation to teachers’ knowledge, including the sites and process of knowledge production, how knowledge is used and in turn its implicit or explicit orientation to professional practices and educational purposes. For example, in relation to the production of knowledge:

- Traditional professionalism: knowledge is constructed within professional groups and legitimised by internal hierarchies as a theorisation of practical knowledge;
- Managerialist professionalism: knowledge is shaped in response to accountability measures as a technical implementation of externally-generated knowledge;
- Democratic professionalism: knowledge is co-constructed in dialogue with stakeholders and through critical reflection;
- Activist professionalism: knowledge is constructed in dialogue with communities as part of a responsibility to the

wider community and an analysis of power. The workshop will include an initial presentation outlining the four forms of professionalism. In electronic breakout rooms, small groups will then explore how these four forms of professionalism relate to key issues, such as the nature, generation and purpose of professional knowledge, the nature and purpose of, and relationship with, models of professional learning, professional autonomy, and the appropriateness of each form of professionalism for the 21st century teaching profession. We will use collaborative file-sharing to access information about the four forms of professionalism and to share notes from the discussions. A member of the presenting team will host each breakout room. We will end with a plenary session where groups report back to summarise the discussion, identify implications for practice and pose further questions for research.

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Disrupting the teacher PD agenda, being creative during a pandemic

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Professional development (PD) for teachers is institutionalised to meet benchmarks of educational standards, curriculum currency and updated teaching practices. Yet improved teacher knowledge and practice may be stymied by a bureaucratic, one-size-fits-all approach to PD. Recent events have challenged teachers to work differently to provide authentic learning to students remotely. Education sectors have also rapidly created or adopted online platforms to facilitate individualised and collaborative PD. Collaborative PD can effectively address educators' learning needs and improve teaching practice (Kirsten 2020), while online and hybrid forms of PD allow for customised learning on a flexible schedule (Brooks and Gibson 2012). Whilst acknowledging that this experience was not consistent across all sectors and countries, there is evidence to demonstrate that flexibility and creativity, using the affordances of available technologies and resources, provided a tangible nexus for optimism amongst the essential players. The engagement of teachers, school leaders, educational administrators and other members of the local community in negotiating, developing and evaluating student and educator learning contributed to the richness of the learning environment and provide strong advocacy to further progress the creative, ground up and problem solving approaches to professional development organised during the COVID lock down.

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Exploring Narrative and Creative-Relational Inquiry processes to uncover hidden discourses in education

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

As practitioners, how can we work to uncover our own deeply held, often unconscious, beliefs about education? How do we become more cognisant of 'how power circulates' (De Andrade et al, 2020) in schools? As I enter into a space of inquiry with students, I am conscious that I do so with my own storied experiences and educational biases which will impact on the creation of knowledge.

This research explores the experiences of students from DEIS primary feeder schools (categorised as having the highest levels of socio-economic disadvantage) who attend a fee-paying second-level school on a bursary programme. Seeking to learn more about how these students position themselves and construct their identity in the context of a fee-paying school, this study draws on Narrative and Creative-Relational Inquiry processes in an attempt to make visible often hidden knowledge and discourses, which are 'stitched into [our] ways of seeing, knowing and being' (O'Grady et al, 2018). Through a series of creative, narrative and relational activities, we enter together into a rhizomatic space in order to find 'lines of flight' for the co-creation and discovery of new knowledge. (Deleuze & Guattari, 1987).

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ORGANISATIONAL CLIMATE - HAMMER TO BREAK THE DOGMA

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

The main aim of the present study is to see the impact of organisational climate on the teachers' innovative ideas & the risk involved in it. Different researchers have tried to find out the impact of OC. But the present study reflects the idea of imaginative ideas & new techniques in teaching learning process which sometimes lead to off role of a teacher from the job due to the organisational climate.

Research approach - Semi structured interviews & observation techniques were adopted.

Key findings & significance - The study highlights the complexity of the role of teachers who take initiative to bring new changes in the teaching learning process & are often ignored or pushed back by the organisational climate. Even

though it has been observed by the researcher the same technique is adopted when after a long time the policy makers ask to adopt. It is found that it is the organisational climate which help a teacher to break the barriers.

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Leaning In and Leaning On: Ethical, Emotional Spaces for Practitioner Professional Learning

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

This paper conceptualises and exemplifies two key principles that are fundamental to collaborative relationships in practitioner professional learning that are ethical in their approach and process; leaning in and leaning on. Drawing on principles and attributes from a framework for a Pedagogy of CARE (Wasner, 2020), created as a result of a year-long practitioner inquiry project 'Team Change Makers' (TCM) at an international school in Switzerland, the author of this paper argues that in order for educational practitioners to exercise their voice, they need to be an integral part of collaborative spaces that enable them to find them in the first place. These spaces are where reciprocal behavioural and procedural norms of leaning in and leaning on have been established.

With the action of leaning in, barriers are dropped, hierarchies are dissolved, ears and eyes are opened, and one person receives another in a process of active listening. This process is at once an emotional experience (Felten, 2017) that involves acknowledgement of others in their alterity and individuality (Irigaray, 2001) as well as being an encounter that is based upon mutual respect and professional integrity. Indeed, the recognition of the existence of emotions in professional relationships is something that takes a certain amount of courage, yet it is something so fundamentally human. In the act of peeling off protective layers with others and of being consciously vulnerable, the soft underbelly of what is means to be a human being is exposed. Only through this process of someone leaning in, is it possible to learn to lean on that someone in return.

The action of leaning on is therefore not an action from a place of weakness, but from a place of strength, curiosity and openness. In order to be able to relinquish power, admit that one is struggling (Culshaw, 2019) and to consider colleagues as mentors, 'buddies' or critical friends, (Bambino, 2002), one has to firstly recognise in oneself a need to learn, improve and seek advice. If commonplace structures exist within schools, that account for the process of leaning on as everyday practice, then the fear that would otherwise hinder action is subsided.

Leaning in and leaning on are relational processes of collaboration that are underpinned by an ethical framework of CARE, conceptualised by the author of this paper as a result of her doctoral research inquiry. The CARE framework consists of principles of Consciousness, Action, Responsibility and Experimentation to which an institution and all its stakeholders subscribe. These principles are interrelated with one another, so that one does not become exposed without feeling that the cover is already there; one does not relinquish power if power if there is no power to protect and defend. The author of this paper argues that these principles interact with each other in a collaborative space that is simultaneously underpinned by emotions and driven by ethics. These are spaces where practitioners are to be found leaning in and leaning on.

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‘Primary School Teachers in the 2020s: Neoliberal Influences on Teacher Professional Identity in a Dynamic Educational Climate’

PROFESSIONAL CHANGE AND RESILIENCE

This individual paper presentation is an update on my EdD Thesis, which explores experienced primary school teachers’ perceptions regarding accountability measures, and how these measures impact upon teachers’ sense of professional identity.

Accountability measures exist in schools, and are understood to be a set of regulatory monitoring devices that sit within the neoliberal worldview (Angus, 2013). The extent to which accountability measures are thought to influence primary school teachers’ sense of professional identity will be explored within the context of teacher retention and attrition. Many authors (e.g. Chiong, Menzies & Parameshwaran, 2017) suggest that accountability measures are a contributing factor to teacher attrition.

Reasons teachers give for choosing to stay in or leave the profession are varied and multifaceted. A mix of complex reasons underpin teachers' decisions to leave the profession (Towers & Maguire, 2017) and there is some discrepancy in the literature over whether or not there is one overriding trigger (Hong, 2010). When the policies and practices of the setting are perceived to conflict with the teacher’s values, beliefs and/or professional identity, it has also been known for teachers to leave their current setting rather than the profession (Bozeman, Scogin & Stuessy, 2013). Teachers may also feel compelled to leave the profession when they feel tensions - or a mis-match - between themselves and the values of their context or setting. This is known as identity dissonance and it can be hard to overcome (Towers & Maguire, 2017; Poom-Valickis & Löfström, 2019). Teachers' identities are known to change over time (Chiong et al, 2017) and, in turn, these identities influence teachers' career decisions.

With a focus on their professional identity, in the current dynamic educational climate of accountability post-COVID-19, there is a need to explore why some experienced teachers stay in teaching rather than leave altogether. My individual paper presentation will provide an update on the progress of this study and discuss the connection, if any, between accountability, teacher identity and retention.

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DR GIULIANA FERRI, PAUL CAMPBELL, CATRIONA OATES

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Teaching in a post-pandemic world: narrative accounts of newly qualified teachers in Scotland, Hong Kong and England.

PROFESSIONAL CHANGE AND RESILIENCE

The proposed round table will open a discussion on some of the challenges that student teachers have faced at the beginning of the Covid-19 pandemic and their understanding of professionalism in this context. The discussion is based on the preliminary data analysis for a research paper on the impact of Covid-19 on student teachers.

The project uses a narrative enquiry methodology (Clandinin, 2006) to examine the lived experience of transitioning student teachers during Covid-19 in three settings: England, Scotland and Hong Kong and in particular, the impact on their sense of professional identity. The data collection is structured in two phases: two students from each setting have provided a narrative reflection of their experiences at the end of their teacher education programmes. They will return to their initial reflections in October 2020, to evaluate and further reflect on their professional identities once they are established in practice as newly qualified teachers.

The discussants will reflect on the implications of the collected narratives for the future of teacher identity and professionalism in a post-pandemic world recognising the complexity of teaching, the need for self-regulation within the profession and the recognition of the civic status of the profession in its broadest sense (Sachs, 2016). In particular, the theme of teacher professionalism will be discussed from the perspective of the increased visibility and accountability of the teaching profession and what this might mean for the role of schooling and education more broadly in civil societies (Biesta, 2015).

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RUTH BOURKE

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Round Table: 'The goal posts shift all the time'. The role of school networks in enhancing professional development and wellbeing of members.

PROFESSIONAL CHANGE AND RESILIENCE

Drawing on case study PhD research, this paper explores the role that two networks of designated disadvantaged schools have played in the professional development of members and fostering a sense of wellbeing that supports them in their role as either Home School Community Liaison Coordinator or principal. From the perspective of social capital theory, the interactions and relationships developed between members can be viewed as assets or resources and through bonding social capital (Putnam 2000), members have formed trusting relationships with others in similar roles who have become an important source of information, advice and peer support. This has involved openness, vulnerability and a willingness to share with others.

The networks have also enhanced the professional capital (Hargreaves and Fullan 2012) of members through a process of social learning in which members share vital knowledge and experience, as well as access external expertise, that helps to build capacity and resilience to fulfill their roles. In this sense, it can be argued that the networks are akin to Communities of Practice (Wenger 1998, Wenger et al. 2002 and Wenger-Trayner and Wenger-Trayner 2015) that enhance the professional learning, growth, development and leadership skills of members. This paper concludes that bonding social capital and the experience of participating in the 'safe space' of supportive CoPs not only enhances the professional development of members, but also contributes to their wellbeing and resilience in an educational landscape where the 'goals posts change all the time' (Research participant).

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Building teacher resilience: the role of teacher- student relationship

PROFESSIONAL CHANGE AND RESILIENCE

Teacher resilience is a relatively recent area of investigation, which provides a way of understanding what enables teachers to persist in the face of challenges. In the wake of COVID-19, teachers are facing unprecedented challenges, including the disruption of conventional instructional programs and routines, the rapid transition from in-person teaching to remote learning, the emotional toll of isolation due to social distancing efforts, and uncertainty about personal safety and health. While it is difficult to find bright spots in a pandemic, we now have an opportunity to reflect on how to foster teacher resilience and what is the role of caring relationships with their students on their resilience and prioritize designing and sustaining classrooms where everyone feels emotionally and physically safe and supported.

This paper is based on a qualitative research method that aimed to investigate the teacher-student relational interplay conditions that operate over time to promote teacher resilience of higher education teachers. The methodology for the study was a critical enquiry with semi-structured interviews. The data for the study came from interviews with 120 degree college teachers of Delhi university, Indra Prastha Puniversity, Delhi and Jawaharlal Nehru University, Delhi, India. Five main 'Conditions for Resilience' emerged from the analysis: relationships; work culture; teacher identity; teachers' work; and policies and practices (Johnson, Down, Le Cornu, Peters, Sullivan, Pearce & Hunter, 2010). This article focuses on the first theme – relationships and narrowing it down to teacher-student relationships. It highlights the role that sustainable and mutually sustaining teacher- student relationships play in the development of teachers. Jordan's (2006) model of relational resilience – with its characteristics of mutuality, empowerment and the development of courage - is used as a conceptual framework for discussing the insights from the study. Findings of the study confirm Jordan's belief that a person's engagement in mutually empathic and responsive relationships develops their resilience. The positive relationships that the higher education teachers developed with their students, during COVID 19 promote their resilience. These relationships meant that the higher education teachers were able to maintain positive feelings such as interest, enthusiasm, confidence and trust even in the face of ongoing challenges which resulted from the demanding contexts of pandemic. Such positive feelings have been linked to the powerful emotion of hope, which many would argue underpins resilience (Goleman, 1995; Fullan, 1997).

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Professional Identity and Professionalism: Living-Educational-Theory research as a vehicle to support Professional Development in Physiotherapy Educational Practice

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

Within Physiotherapy the value of professionalism is established against governing body standards (CSP, 2019) and individuals establish their professional identity through successful registration with the Health and Care Professions Council (HCPC, 2016). Recently the International Professional Development Association posed the key question, 'what does it mean to be a professional in the 21st century, and how do we define professionalism?'. This is a challenging question to answer within Physiotherapy educational practice, especially when considering the career transition and identity shift undergone by lecturers within this area of educational practice.

Lecturers in Physiotherapy education are often experts within their field, for example senior clinicians. As such, when making the career transition and entering into academia they bring with them craft knowledge alongside professional values and beliefs, and these are used to facilitate the learning of the students. However, issues with 'dual professionalism' can hinder these individual's professional development, as commitment to maintaining registration in their subject area conflicts with developing new knowledge in education (Hurst, 2010). Physiotherapy lecturers are said to enter into a process of identity evolution as they move between communities of practice; a process, which it has been suggested can take up to three years (Murray et al, 2014). During this time of identity reconstruction lecturers have been reported to 'hold on strongly to their identity as a clinical practitioner rather than quickly embracing new identities of scholar and researcher' which can cause frustration and stress (p63, Smith & Boyd, 2012).

The aim of this paper is to provide insight into the invaluable opportunity Living-Educational-Theory research offers as a means of supporting professional development within Physiotherapy educational practice and providing an original perspective to answering the questions of professional identity and professionalism.

Centred within the pursuit of answering the age-old question 'how can I improve my practice?', and committed to providing power to the 'I' within this statement, Living-Educational-Theory supports consideration of how an individual's values and beliefs can influence their interaction with their own practice, with their students' learning and with wider society (Whitehead, 2008). It provides the individual the opportunity to create knowledge by supporting them to identify and reflect upon the intrinsic influencers upon their practice and development, but also opens up for the individual the prospect of contributing to the knowledge base within their field of practice i.e. Physiotherapy education.

In this paper I (the author) will reflect upon my use of Living-Educational-Theory as a vehicle to examine my own career transition from clinical practice to Higher Education. I will outline how it is supporting me to construct a new professional identity as an 'Academic Physiotherapist' and allowing me to gain perspective on how this influences my practice.

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Co-designing professional learning for mentoring: Supporting change and developing agency

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

The paper focuses on the collaboration within an initial teacher education partnership between a Welsh university and 4 of its lead schools to co-design the curriculum for a level 7 module in 'Learning for mentoring'. The co-constructed module content is the central pillar of a Professional Development learning programme offering both a credit bearing and non-credit bearing route for all mentors across the ITE partnership. As a group we explored the importance of mentors as teacher educators and the re-definement of roles and responsibilities (Aderibigbe, Gray, & Colucci-Gray 2018; Daly and Milton 2017; Mackie, 2018; Mena 2016).

The paper demonstrates a collaborative model of partnership. It was essential that school partners were given agency to co-design a programme that genuinely addressed their needs and recognised the changing environment. Beauchamp and Thomas (2008) argue that agency is an inherent part of identity, and a strong sense of identity can empower teachers to act as motivated agents who can change and improve outcomes. Over 3 'Professional Development Learning' days, we explored the changing nature of teacher education, expectations for new practitioners to learn through inquiry and become 'research-informed' and the impact that this would have on mentoring. The learning days aimed explicitly at trust-building and appreciating shared perspectives. Through dialogue and critical debate we teased out expectations, challenges and developed a programme of study that would support the requirements of mentor and mentee towards achieving 'educative' goals for mentoring (Langdon and Ward, 2015). Day 1 explored approaches and definitions of mentoring from experience, policy documents and academic research. Days 2/3 considered reflective practice within a mentoring cycle, underpinned by inquiry and critical debate from a University, School and student perspective. Each school lead will present their experience in the paper. The co-designed programme will influence the development of mentors and how they shape the experience and learning of student teachers and Newly Qualified Teachers.

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A critical evaluation of how the use of mentoring, coaching and positive psychology can develop leadership capacity within a Special Education Needs School.

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

In a world where performativity is often at the forefront of school improvement, the study seeks to explore how collaborative professionalism through the use of coaching and mentoring, can be used to develop leadership capacity (Hargreaves and O'Connor, 2018). The use of Positive Psychology via the use of coaching and mentoring, to lead on individual change and develop others can have profound effects as recognised by Cameron and Green (2015). Grenville-Cleave (2016) outlines that Positive Psychology can have a significant effect on individuals' mindsets to help them to develop resilience and to move practice moving forward. The power of co-constructive learning and working creatively towards a common goal and vision cannot be under-estimated (Buck, 2016).

The study seeks to explore through the use of a case study, and qualitative via semi-structured interviews and focus groups, how the use of the above cognitive leadership approaches can be used to develop leadership capacity which in turn can lead to effective school improvement outcomes (Cohen et al, 2018).

The authors aim to outline the strategic approach, vision and impact of the cognitive leadership approaches, and its impact within a Special Education Needs School.

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Can simulation technologies be used to develop creative professional learning in Initial Teacher Education?

CREATIVE PROFESSIONAL LEARNING AND DEVELOPMENT

This paper contends that simulation technologies will not only develop creative professional learning for student teachers, but will provide new opportunities not otherwise available through common pedagogies and/ or curricula within Initial Teacher Education (ITE).

Education in Wales is in the midst of profound curriculum reform, including a new set of professional standards, a strong emphasis on teacher agency, and recent ITE accreditation. Reform throughout the ITE sector has been driven by Furlong's (2015) call for a new professionalism amongst teachers, one that supports professional development and collaborative working. ITE providers are trying to harness OECD's (2018) ideal of transformative competency by nurturing student teachers who have a capacity to adapt and evolve whilst engaging in learning that is authentic and reflective of the real world (Schweitzer, 2017). To that end, risky conversations, like sensitive parent-teacher conversations, should be explored in depth. This research positions simulation technology as the platform or 'third space' (Cuenca et al., 2011) to develop such creative professional learning and development.

This research was conducted with level 6 undergraduate student teachers using virtual reality role-play provided by connecttotraining.co.uk. Initially, C-Live, the virtual reality platform, was created to transform how the education and business sector trained its employees. Virtual reality offers live simulation that can be accessed from a web browser, with no specialist equipment required. This training platform allows students to practise a variety of school-based scenarios including low-level classroom disruption and difficult parent-teacher conversations in a safe space.

Using the avatars and the option to pause the scenario to think and assimilate, students critically reflected upon their ability to manage conflict resolution, stemming from a difficult parent-teacher conversation, whilst discussing and collaborating with their peers. Student teachers were sent ten different scenarios to choose from prior to the session, and volunteers were placed in the virtual classroom. Initial findings revealed that students, when 'in the moment' of the parent-teacher conversation, felt intense pressure and nerves. However, the opportunity to make mistakes and obtain their peers' and tutors' feedback, in a safe space, was overwhelmingly beneficial. It was also clear that this simulated [professional] learning opportunity was the only way to guarantee all student teachers benefitted from this level and type of provision.

An interpretivist methodological approach was employed to investigate the impact of virtual reality on the participants' capacity, comfortability, knowledge and understanding in relation to parent-teacher conversations, as well as their perceptions of simulated learning in terms of their overall development as [student] teachers. Participants completed a mixed-methods questionnaire (n=44), followed by one semi-structured focus group with 3 participants. Key themes emerged, following data analysis of the completed questionnaires, which were then further explored. The results indicate that simulation cultivated pertinent skills directly transferrable to real-life parent-teacher conversations, including decision-making and mediation, and provided a learning context not otherwise available. The conclusions suggest that simulation technologies should have more prominence within ITE curricula, as they have the potential to offer creative, innovative, real-world [professional] learning opportunities.

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Not a proper mathematician, like those with a mathematics degree: ‘Subject switchers’ negotiating identities as beginning teachers of mathematics.

PROFESSIONAL CHANGE AND RESILIENCE

In the context of a shortage of teachers of mathematics, the introduction of subject knowledge enhancement (SKE) courses has widened participation in initial teacher education (ITE). This doctoral study explored how being a graduate of a non-mathematical discipline influenced the negotiation of identities as a teacher of mathematics.

The theoretical framework of learning and identity construction within communities of practice (Lave and Wenger, 1991; Wenger, 1998) was used to consider the identities of the participants, drawing on a framework developed from Wenger’s (1998) notion of trajectories. Participant stories were constructed, from a range of narrative sources, to explore individual journeys to becoming a qualified teacher of mathematics.

The findings revealed that the participants relied upon their incoming identities as they negotiated identities as teachers of mathematics. This negotiation included mathematical identities but, particularly, how individuals viewed themselves as mathematics teachers compared to their perceptions of their peers who were mathematics graduates.

The construct ‘subject switcher’ is introduced in this study as, ‘a participant in initial teacher training whose degree is in a discipline that is not directly related to the subject they are training to teach’ (Glendenning, 2020). This study concludes that teacher educators should explore strategies to support subject switchers with their professional identity work.

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School leadership, motherhood and progression to secondary school headship

PROFESSIONAL CHANGE AND RESILIENCE

In recent years, there has been growing concern around the areas of female school leadership, career progression and motherhood; and how these influence teacher recruitment, retention and wellbeing. Although studies have been done on these separate areas, there is limited work on the combined impact of female secondary school leadership and motherhood on career progression. This research aims to address this gap by exploring the experiences and perceptions of middle and senior leaders who are aspiring towards secondary school headship and are also mothers of young children.

A life history approach was used to frame the research design. Seven teachers, currently employed across England and Wales, participated in the study. The data was generated through 3 rounds of semi-structured Skype interviews conducted across the school year 2018-19. The interview data was supported using photo-journals and by the discussion of important personal artefacts selected by the participants. The feminist theory of intersectionality and Giddens' structuration theory were applied as the conceptual framework that structured this research.

Early findings indicate a range of experiences impacting on career progression, from the prevalence of the "queen bee" phenomenon to unexpected opportunities for continuous professional development and reflection while on maternity leave. These findings point to the impact of the structures and cultures of the British secondary school system on the career progression of school leaders who are mothers. This research has the potential to inform educational policy and practice regarding secondary school teacher recruitment, retention, career progression and wellbeing; and by so doing contribute to the development of more supportive cultures and structures in which teachers who are mothers can more readily pursue leadership goals.

Round table discussion will seek to generate thoughts on:

- women in educational leadership (underrepresentation, recruitment and retention, wellbeing)
- motherhood and career progression
- intersectionality
- structuration theory
- life history approach

PROFESSOR CAROLINE DALY, DR CATH JONES, JAMIE JAMES, LISA TAYLOR

Professor Caroline Daly - UCL Institute of Education and University of South Wales

Dr Cath Jones - University of South Wales

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Building research literacy as the foundation for transformed initial teacher education: a case study of teacher educators in Wales

PROFESSIONAL CHANGE AND RESILIENCE

Wales is undergoing a period of intensive change that aims to bring about a 'transformational' education system that can build teachers' capacities as practitioners. Following the Furlong report (2015), the Welsh Government required universities and schools to co-plan and co-provide ITE aimed at developing research-informed teacher education. In this context, this paper presents a case study of one university's development of research literacy among teacher educators whose own research expertise is key to supporting collaborative, research-informed ITE provision (BERA-RSA, 2014). A major challenge entails developing the capacities of university-based teacher educators to be research-engaged, so that they can lead the utilisation of evidence and teacher-inquiry within programme design and in the professional learning of school-based mentors and student teachers. Our research question is:

What kinds of professional learning and development are effective in increasing research engagement among teacher educators?

This case study examines the first year of developing teacher educators' research engagement in the context of one university teacher education department, via a Theory of Change (ToC) methodological approach (Laing & Todd (2015). ToC enables research into the planning and implementation of change at organisational level combined with a focus on individuals who are core to that change and determine its success. It requires a portfolio of data to be collected over time, that explores the causal links between inputs designed to effect change, and the immediate, intermediate and final outcomes. Participants co-design research questions, methods of data collection, analysis and interpretation. The sample includes teacher educators and managers. Data collection via interviews, a focus group and document analysis focused on the autobiographical and experiential dimensions of growing research engagement, and the institutional constraints and affordances that affect these.

Analysis provides insights into the change process, identifies outcomes and challenges and the influence of key contextual factors that contribute to developing enhanced research-engagement. The results contribute to understanding the change process for teacher educators and the progress of the ITE reform agenda. Positive interventions to increase research engagement were identified: strategic research planning, focused development conversations, support from colleagues for academic writing and access to higher qualifications. A lack of time and conflicted prioritisation of time were identified as major obstacles. An underlying theme was the significance of confidence, linked to the unsettling impacts of adjusted professional identities and the time it takes to inhabit a revised professional role.

The next phase of the research will enable further understanding of the complex relationship between teacher educators' increased research engagement and its impacts on mentor and student teacher learning.

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LIZANA OBERHOLZER, SEAN DOYLE

Lizana Oberholzer – UEL

Sean Doyle - UCL

Reimagining the support for Newly Qualified Teachers (NQTs) in a Post-Lockdown Education Landscape. A critical investigation of how we practice in a context of uncertainty and challenge as teacher educators.

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

The Corona Virus Act (2020) triggered a national lockdown, which brought teacher education to a halt, and many Initial Teacher Training Programmes had to withdraw Initial Teacher Trainees (ITTs) from their training placements. The summer term is often an imperative part of the ITT's training and a great deal of sense making takes place during this time (Maynard and Furlong ,2012). Dreyfus and Dreyfus (1985), and Blanchard et al (2018) highlight that professionals develop at different stages, and at the novice stage it is imperative to provide the appropriate support, to ensure that mentees have a strong foundation to move forward. With disruptions caused by the Covid-19 pandemic, the mentoring and sense making processes need to be reimagined, to ensure that ITTs, moving into their Newly Qualified Teachers (NQTs) and NQT+ years, can make an efficacious start to the next phase of their development.

The study critically investigates via a qualitative research approach, and through developing multi-perspective case studies, what the needs are of NQTs in the 'new normal', and how mentoring needs to be reimagined and shaped to support them in making a strong and equitable start to their practice.

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"Why isn't there anyone listening to me?" Developing culturally responsive practices for migrant students in Irish post-primary schools.

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Migration studies is a vast international research topic. With global demographics constantly changing it is fundamental that social science research responds to such change in society. Demographic change is reflected in schools and classrooms and is thoroughly explored in US and European research literature. In the Irish context, schools and classrooms have become more culturally and linguistically diverse spaces, a trajectory that is certain to continue as the phenomenon of mass migration continues. Over the past twenty years, Ireland has moved from a largely homogenous white, Catholic nation to an increasingly diverse multicultural society. It is estimated that nearly 12% of Ireland's population are migrants both EU and Non-EU. Of this 12%, it is estimated that there are over 200 nationalities and 182 different languages (McGinnity, 2017). Concurrent to this change in societal demographics, there is a necessity for educational stakeholders to develop and maintain an equitable and inclusive approach to education for all students. It is becoming increasingly apparent that in some western countries, adopting a culturally responsive approach to classroom pedagogy is enabling all students, regardless of their cultural, social or economic background, to become active participants in their classrooms, schools and local communities. My presentation on culturally responsive classroom practices will attempt to examine whether the Irish education system is inclusive and equitable for migrant students, in light of other impacting intersectional circumstances such as race, ethnicity, religion and economic status. There will also be an analysis of the socio-political and socio-cultural factors that establish potential barriers to creating inclusive, diverse and equitable classrooms for migrant students.

DR JOHN MACKLIN, LIZANA OBERHOLZER

John Macklin - UEL

Lizana Oberholzer - UEL

Coaching and Mentoring Leaders and Future Leaders to cope and learn from Dilemmas in Turbulent Times: Lesson to learn for future development

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Coaching Leaders to deal with Ethical Dilemmas (Shapiro & Gross, 2013) in turbulent times: lessons to learn for future development. Covid -19 challenged all leaders to reflect on their practices in the light of the challenge, and challenged many to make difficult decisions as ethical leaders which often challenged them in a variety of different ways. This study aims to explore how coaching and mentoring can support leaders to think through these challenges, explore through these learning conversations what their next steps need to be, and make clearer decisions within their ethical frameworks to lead effectively. The study explores how shaping ethical learning conversations can be reimaged through the use of the GROW (Alexander, 2010) and Re-Grow Model (Grant, 2011) as an approach to addressing leadership dilemmas (Murphy, 2007).

The case study will aim to outline learning points through a qualitative data collection process using Critical Incident Logs to help frame learning conversations.

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LIZANA OBERHOLZER, DEREK BOYLE

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Reimagining Teacher Training Support Post – Covid -19

CHALLENGING ORTHODOXIES/TAKING RISKS: NEW IMAGININGS IN PRACTITIONER TEACHING AND LEARNING

Reimagining teacher training support post – Covid-19. A critical evaluation of how teacher training, and teacher training support needs to be reimagined at a time of crisis. The Corona Virus Act (2020) triggered a lockdown which resulted in stopping all teacher training placements. However, as schools are slowly starting to escalate their services to learners, teacher trainees on employed routes of teaching need to return to the classroom too. This return to the classroom, also presents challenges in relation to reimagining the teacher training curriculum, to reflect on how teacher trainees need to engage with trauma and bereavements in the classroom, not to mention their own. The authors explore in this qualitative case study (Cohen et al, 2018), how the Initial Teacher Training (ITT) provision needs to reflect the new needs of trainees, and how trainees and mentors need to be prepared for this new normal. Approaches as suggested by Blanchard et al (2018) and Dreyfus and Dreyfus (1986) will be explored in relation to the development phases of trainees, and how to support them appropriately through mentoring practices.

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EMMAJANE MILTON, CERI PUGH, JUDITH KNEEN, ALEX MORGAN, ANNA BRYANT

Emmajane Milton - Cardiff University

Dr Ceri Pugh - Cardiff Metropolitan University

Dr Judith Kneen - Cardiff Metropolitan University

Dr Alex Morgan - Cardiff University

Dr Anna Bryant - Cardiff Metropolitan University

Working towards new imaginings of ITE provision in Wales - the centrality of research in the Cardiff Partnership

PROFESSIONAL CHANGE AND RESILIENCE

This symposium presents perspectives from the first year of the newly developed initial teacher education (ITE) provision delivered by the Cardiff Partnership (CP). It explores the experiences and viewpoints of a range of stakeholders in relation to the centrality and importance of research engagement, which underpins the CP's response to the new and ambitious aspirations for teacher education programmes in Wales. Drawing heavily on influential reports BERA/RSA (2014), Furlong (2015) and 'research-informed clinical practice' (Burn and Mutton, 2013), the CP has developed a new approach. This symposium charts the progress, affordances and constraints in enacting and embedding this new way of working.

Paper one considers the model developed by the CP for the integration of school-based Research Champions (RCs) into its PGCE programmes. In preparation for the launch of this unique role, the views of school and university partners were sought on their perceptions of the challenges faced, and opportunities offered, within an evolving education context in Wales. This study established a baseline and key ideas around the emerging role of the RC, including types of knowledge drawn upon by teachers, changes in role and identity and what is needed to bridge the gap between research and practice. Paper two considers the experiences and perspectives of the RCs during their first year in role. With an immediate remit to support student teachers' engagement with research, particularly in regard to the students' research-focused assignment, the RCs adopted a new and crucial role, which required close communication with the students and the university. Their views were sought throughout the year, through evaluations and regular contact in 'twilight' meetings. The data shows how the RCs have developed their role and shaped the nature and impact of student research within schools. The challenges and planned next steps are also discussed. The third paper focuses on student teachers' experiences of undertaking their research inquiry projects. The data is drawn from in-depth interviews and subjected to inductive analysis. The findings highlight that student teachers felt positive about the inquiry-based approach adopted and the authentic nature of the assessment. They also identified areas to be further refined regarding consistency in relation to guidance and support and a desire to have more time, agency and autonomy over their projects. The final paper outlines how the ITE reform in Wales necessitates critical reflection on the CP's own learning in relation to the centrality of research within and across the CP. It considers the reflections and learning, over the last two years of development and delivery, of key leadership stakeholders within the CP. Reflective accounts of university tutors, senior management, school leaders and senior mentors within the CP are explored and findings related to hopes and aspirations, learning and future directions synthesized and presented.

References

- Collectively, the symposium illuminates the complexities experienced and resilience required when working through professional change and (re)formation especially when it challenges established orthodoxies. It also demonstrates the benefits for practitioner teaching and learning when universities and schools work collaboratively towards a shared vision and aspiration.
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JAYNE COLEMAN, JOY MOUNTER, DR. MARIE HUXTABLE, DR. JACK WHITEHEAD

Jayne Coleman - Lecturer in Physiology

Joy Mounter - MA lead

Dr. Marie Huxtable - Visiting Research Fellow

Dr. Jack Whitehead - Visiting Professor of Education

Symposium: Post-professional Identities, ethics and response-ability beyond professional standards

RESEARCHING CREATIVELY ACROSS DISCIPLINES AND SETTINGS

The clarity of focus and originality are defined by the Living Theory research approach to professional adopted by all the contributors. The relevance is established by its close relationship to the theme of the conference. The coherence is provided by each contributor's analysis of their post-professional identity related to their ethics and response-ability beyond professional standards. The four contributors all accept the professional standards appropriate to their professional practice whilst going beyond these in a view of professionalism that includes their knowledge-creating contributions to their professional knowledgebases. The significance of this research is particularly relevant to the theme of researching creatively across disciplines and settings.

1) How am I Supporting Professional Development in Physiotherapy Educational Practice through Living Educational Theory research?

Within Physiotherapy the value of professionalism is established against governing body standards (CSP 2019) and individuals establish their professional identity through successful registration with the Health and Care Professions Council [HCPC] (HCPC 2016). I am also holding myself to account for living as fully as I can the responsibilities of my role profile as a Lecturer in Physiotherapy. I will analyse how I am responding to these responsibilities:

To inspire learning and contribute to the enhancement of the student experience. To contribute support to the programme leaders and module teams in the development, delivery, assessment and administration of high quality learning and teaching for students on the MSc pre-registration, Doctorate in Physiotherapy pre-registration, BSc (Hons) Physiotherapy and Postgraduate Programmes. The role holder will also be encouraged to engage in scholarly activity and/or research and to help develop the profile of the subject area in Scotland, UK and internationally.

2) How do I contribute to enhancing professionalism in education through the creation and enhancement of the educational influences of a community of learners, supporting each other and their own development?

The originality of my contribution to this symposium can be understood in relation to a contribution to the knowledge-base of education. It is grounded in the view of professionalism that includes the responsibility of the professional educator to make a contribution to this knowledge-base through their practitioner-research. The context of my enquiry is my practitioner-research into explaining my contribution to the creation and enhancement of the educational influences of the communities of learners I belong to. These influences are focused on my professional practice as a teacher researcher, a Head teacher researcher, a higher education lecturer, MA course leader and educational researcher. The practice includes my leadership in designing a Living Theory Masters programme in values-led leadership, for successful University accreditation (B 2019). The explanatory principles in my explanations of my educational influences in communities of learners can be understood in terms of a relational epistemology that includes my ontological values as explanatory principles and standards of judgment. The constellation of relationally dynamic values includes nurturing responsiveness, making a difference, hope, equality, educational emancipation and democracy.

3) 'How can I contribute to improving opportunities for practitioner-researchers to contribute to and benefit from a global educational knowledgebase whatever their location, discipline or field of practice from a Living Educational Theory research perspective?'

In this contribution I explore the question, 'how can I contribute to improving opportunities for practitioner-researchers to contribute to and benefit from a global educational knowledgebase whatever their location, discipline or field of practice from a Living Educational Theory research perspective?' (C 2020)

I consider 'what' distinguishes educational knowledge, 'why' it is created, 'who' should contribute to and benefit from a global educational knowledgebase and 'how' it has been created and communicated to:

- (i) Contribute to and benefit from a global educational knowledge base.
- (ii) Participate in intellectual and scholarly educational discourses;
- (iii) Connect with others of a like mind who are also developing educational knowledge, theory, practice and opportunities that contribute to the flourishing of humanity.

4) How am I creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Educational Theory research.

This contribution offers an introduction to a Living Theory research approach to enhancing professionalism in education. By education I am meaning any context that includes a concern with learning with values of human flourishing. I include digital visual data to communicate the meanings of educational practices and educational relationships. I use these data to show how to clarify and communicate the meanings of the embodied and ontological values of professionals. I show how these values can be used by professionals as explanatory principles and standards of judgment in explanations of educational influences in one's own learning, the learning of others and in the learning of the social formations that influence practice and understandings. Evidence is provided from universities around the world that living-educational-theory accounts (valid, values-based explanations of educational influences in learning) have been recognised as contributing to global, professional knowledgebases. I conclude the paper by focusing on enhancing the influence of Living Theory research as a contribution to a global social movement with values of human flourishing and projections into the future. (D 2019)

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