IPDA International Conference 2023 • 28th June 2023
Pre-Conference Early Career Researcher Forum

International Professional Development Association

This virtual event aims to provide a platform for colleagues to contribute, and share their research with others, in a short 15 minute presentation, in line with the conference theme. The presentations will be followed by a discussion, and further explorations of the key themes.

18.00	Welcome *Lizana Oberholzer*	
18.10	The Importance of the ECR Years *Trina Emler*	
18.30	**Parallel Sessions**	
Room 1	Building a Strong Bridge: A Critical Policy Analysis of Droichead, Ireland's Integrated Professional Induction *Siobhán Weekes*	A phenomenological exploration into early-career FE practitioner's perceptions on the recently introduced T-Level qualifications in England *Kevin Scullion*
Room 2	Ms Aisling Becton BSc.(Hons) Speech and Language Therapy, M.Ed. MIASLT *Aisling Becton*	Nurturing Inclusive Education through Collaborative Professional Learning *Maryam Khan and Jayakumar Chinnasamy*
Room 3	Data collection using a design charrette: Exploring the collaborative development of a transformative professional learning framework in Touch for Health Kinesiology *Jackie Lysaght*	"We are all geographers": the impact of forming a community of practice on teachers' attitudes and practices in primary geography. *Lisa Clarke*
Room 4	Flipped PD: Applying best practices from instructional design, andragogy, and lessons learned from Covid *Trina Emler*	Is the future generation of teachers aware of the iceberg that their students perceive? *Pia Singh*
19:30	Discussion and Plenary	
20:00	Close	

Register your free Pre-conference place at ipda.org.uk/conference2023

Abstracts

Siobhán Weekes

Building a Strong Bridge: A Critical Policy Analysis of Droichead, Ireland's Integrated Professional Induction Framework for Teachers

Starting a new career as an educator can be disconcerting for even the most well-rounded and prepared newly-qualified teacher (NQT). Very few professions place as much pressure on their newest recruits as teaching, "the profession that eats its young" (Halford, 1998, p. 33). As observed by Killeavy (2006), NQTs are different from members of other professions, such as medicine and law; there is no equivalent of the residency or devilling that newly-qualified doctors or barristers are required to undertake as part of their early professional learning; NQTs enter their classrooms and are expected to assume full professional responsibility. In recent studies, NQTs have identified inadequate mentoring and supervision, lack of support in behaviour management and excessive responsibilities as common concerns (McCormack, 2005; Killeavy, 2006; Hudson, 2012). In an Irish context, pre-formalised induction, NQTs were "thrown in at the deep end and left to sink or swim" (Coolahan, 2003). Conway et al. (2009) observe that the legitimate learning needs of NQTs in the early years of their professional development must be met to shape their career-long engagement with professional learning. Droichead (the Irish word for bridge) is Ireland's formalised teacher induction programme. Introduced on a pilot basis in 2013, since July 2020, it is the sole entry route into the teaching profession in Ireland. Using Bowe, Ball and Gold's policy cycle framework, this presentation offers a critical policy analysis of Droichead and identifies future policy trajectories in the area of teacher probation and induction.

Kevin Scullion

A phenomenological exploration into early-career FE practitioner's perceptions on the recently introduced T-Level qualifications in England

The present study is exploratory and aims to draw on recent policy reforms in Further Education (FE). In England, the government has introduced a new two-year technical level (T-Level) qualification for post-16 learners which is deemed equivalent to 3 A-Levels. T-Levels which are 80% classroom-based and 20% work placement based will sit alongside apprenticeship pathways. The UK government insists that the new T-Level will address the skills gap in England and aid social mobility HcC (2022). If T-Levels are to prove viable, FE practitioner's dual identity as occupational specialists and skilled classroom practitioners will be essential. With the introduction of T-Levels, the government's stance leans towards an employer perspective, with T-Level employer panels appointed in the architecture of the T-Level occupational requirements (DfE, 2018). From this perspective, there is potential to gain the endorsement and trust of employers. Therefore, T-Levels could be legitimised as an accepted pathway to train a highly skilled competent workforce (Evans, 2021). This interpretive phenomenological study follows early career FE practitioners through their T-Level teaching experience. While capturing the lived experience of participants will provide opportunities to compare the strengths and weaknesses across disciplines. Furthermore, van Manen's (2014) six methodological steps are used to map out each phase of the research and check consistency between phases. To date there is limited research on T-Levels, this study aims to contribute to this gap in knowledge.

Aisling Becton

Harnessing Collaborative Power: Professional Identity and Interprofessional Practice

The concepts of "profession" and "professionalism" are embedded in the role of the Speech and Language Therapist (SLT), of "being" a SLT, of practising as a SLT. How has the view of "profession" and "professionalism" in Speech and Language Therapy evolved in recent decades? What are the factors that have shaped it? This paper will explore theories of professionalism in the educational literature which are echoed in the practice of Speech and Language Therapy in Ireland. It considers the concept of professional identity among Speech and Language Therapists (SLTs). It examines the discourse of power and the positioning of power, both in the therapist-client relationship and in the relationship with other Professions. It draws on the international literature to consider how collaborative practices and team working arrangements impact on our professional identity. It examines the context of working in educational settings and suggests ways that teachers and therapists can enhance their professional identities through activities such as interprofessional practice. It will also draw on my professional experience as a clinician and Therapy Manager working in a variety of school settings.

Ms. Maryam Khan, Dr. Jayakumar Chinnasamy

Nurturing Inclusive Education through Collaborative Professional Learning

The idea of inclusive education is central to global education policy and sustainable development goals, as stated in the Salamanca Statement (UNESCO, 1994). Similarly, the Government of Pakistan also encourages the inclusion of

children with special educational needs (SEN) in mainstream schools. However, there is a lack of trained staff in the mainstream system. Therefore, this study aims to assess the challenges and opportunities associated with implementing an inclusive education policy in selected public primary schools in Pakistan. Additionally, this paper focuses on the role of leadership in nurturing inclusive education through collaborative professional learning and attempts to address the following research question: How can the role of leadership contribute to collaborative professional learning and professional development to foster inclusive education? A qualitative method was employed to approach this study. The data for the study was gathered through online interviews using a semi-structured questionnaire. The study involved six head teachers from public primary schools in Pakistan, selected through a purposive sampling technique. The data gathered from the head teachers was analysed using thematic analysis. The study revealed that the basic requirements of the children had been overlooked. Conclusions drawn from the perspectives of the head teachers indicate a lack of knowledge regarding disabilities in society, a deficit of collaboration among specialists, detrimental infrastructure, and a shortage of qualified professionals in the system. Moreover, the head teachers have the potential to foster collaboration and advocate for interprofessional training. Their involvement could contribute to developing an environment conducive to inter-professional collaboration and improving teacher professional development.

Jackie Lysaght

Data collection using a design charrette: Exploring the collaborative development of a transformative professional learning framework in Touch for Health Kinesiology

TFH Kinesiology, which is part of the complementary and alternative medicine (CAM) sector of healthcare, uses an approach to health and wellbeing that combines eastern philosophy with western manual muscle monitoring. CAM teaching and learning presents a diverse context of an emerging discipline, often operating outside of formal education structures and pathways. Mandatory TFH instructor continuing professional development (CPD) follows a training and deficit model and instructors engage sporadically with the optional transformative professional learning (PL) offered (Kennedy, 2005; Ping et al., 2021). The research questions from this proposed Ed.D. study are to review the value of current TFH instructor PL, envision new transformational possibilities and identify what might result from suggested changes. This presentation proposes a design charrette (Harvard Graduate School of Education (HGSE), 2014; Roggema, 2014) as a method of data collection to collaboratively and creatively engage TFH instructors in the study. Charrette, meaning cart,

originates from nineteenth century French architecture where students rushed to place their completed drawings on a passing cart. TFH Instructors, working in small groups, will be invited to participate in a short intense period of envisioning, designing, drawing, and creating PL possibilities in a process aimed to reveal tacit knowledge. The results will be presented to the whole group and documentation will be produced through group artefacts and recording of reflections. There is a paucity of educational research in CAM (Gray, 2019) and this study will contribute to PL knowledge in the field.

Lisa Clarke

"We are all geographers": the impact of forming a community of practice on teachers' attitudes and practices in primary geography

This action-research case study analyses the decisions teachers make around the primary geography curriculum. The study identifies how participants approached the curriculum before a short course of CPD and assess the impact of the CPD on their attitudes and practices. The findings show that forming a community of practice has many positive implications for teachers' attitudes and practices in the subject. Participants report increased confidence in teaching about the school's locality, increased subject-matter knowledge and feel better equipped to plan for a local enquiry after designing a whole-school progression plan for geography as a community of practice.

Pia Singh

Is the future generation of teachers aware of the iceberg that their students perceive?

Devlin and Bokulich (2015) assert that the way in which general science has been taught and learned over the last fifty years has been influenced greatly by pupil perceptions. The misunderstanding of scientific concepts, particularly those related to chemistry, is caused by a number of misconceptions and similar experiences among pupils. These misconceptions and similar experiences, however, can be addressed through a variety of instructional strategies, such as emphasizing key concepts or scaffolding the learning process. Educators believe that children have open minds and do not possess naive theories or beliefs. Educators should not ignore misconceptions and rethink subject matter from a new perspective to prevent misconceptions from affecting learning. Tippett (2010) asserts that misconceptions cannot be avoided and are essential to the learning process. Educators such as Driver et al. (1986), Pines and West (1986), recognized in the 1980s that the constructive view of learning science served as a theoretical framework for misconception research. Modell et al. (2005) defined misconceptions as an incorrect perception of reality that contradicts the scientific explanation for reality, based on their systematic review of the literature. However, these authors agree that misinformed ideas

can be corrected through an accurate teaching approach and assessment. We can visualize this situation by considering today's perceptions as tomorrow's misperceptions. To ensure that this comparison is both objective and relevant, it is important to take into account the changing social and cultural contexts over time.A perfect example of how misconceptions develop is the belief that Coronavirus 19 will end with herd immunity, and therefore vaccinations are not necessary. For instance, the notion that herd immunity would be achieved without the need for vaccinations was a widely held belief in 2020, but is now largely rejected by the scientific and healthcare communities.This is why perceptions and preconceptions should be distinguished from a lack of understanding and viewed as alternative perspectives. Moreover, academics can identify misconceptions and preconceptions by observing how students formulate their preconceptions and the context in which they do so. In 1988, the Education Reform Act introduced an English Science Curriculum for primary and secondary schools. England underwent structural changes during the 20th century as a result of two world wars, which had a significant impact on the way in which science education was delivered to the general public. Consequently, the quality of science education has been improved significantly over the past decades, allowing for greater opportunities for students to learn and develop their scientific knowledge. Despite a century of progress, science still struggles to attract qualified teachers and students. Consequently, while science education has improved dramatically, there is still a need to incentivise and encourage people to pursue careers in science and teaching to ensure its continued development. As technology advances, more obstacles arise. This study employs narrative research designs and phenomenological methods as part of its qualitative research approach. It was necessary to examine the relationships among textbooks, teachers, the media, the environment, etc. In order to achieve research objectives, triangulation offers new perspectives.

Research projects are inevitably characterized by variables, and sometimes these variables limit data collection or analysis. The focus of qualitative research is more on depth of knowledge than quantity. This study is limited by the cohort, sample size, and the field of study of student teachers, particularly those pursuing chemistry science qualifications. Student teachers' understanding of misconceptions about chemistry among GCSE pupils in England may have been affected by this factor. English as a second language and dialects vary by catchment area in England, resulting in student misperceptions. Education has always been a key component of Change People's mission. To ensure accurate and effective curriculum delivery, we must ensure that student teachers are well-equipped with the right knowledge and skills, and understand the various cultural backgrounds of their pupils. We must also ensure that teachers are able to effectively engage with their pupils in order to maximize the learning experience.

Trina Emler

Flipped PD: Applying best practices from instructional design, andragogy, and lessons learned from Covid

The recent years have had considerable impact on professional development and lifelong learning, particularly in the area of education. The sudden shift to online learning maximized teacher exposure to virtual spaces, and in many ways, provided a pathway for utilizing the strengths of technology. Parallel to this are the long-known issues of professional development when it is employed in a direct instruction modality. Communities of practice, coaching, critical PD, and more have proposed ways to center the teacher as active participants in their own learning. In order to remain consistently adaptable, additional methods must also be considered that complement and enhance such forms of PD. Thus, while many institutions have found themselves reverting to traditional forms of PD, the research being undertaken at present is using concepts from flipped PD and blended learning to provide teachers access to research-based methods, content, and pedagogical tools, while synchronous sessions utilize the time in more agentic ways for discussion, questions, collaboration on ideas for implementation, and deep reflection from participants. In between such sessions, teachers are able to implement the topics of the PD for authentic, responsive applications with students. Research is ongoing on the effectiveness of the flipped content, seeking responses from participants and adapting content, durations, and more as needed and in line with best practices of instructional design blended with the respect for teachers as professionals and learners.