

CONFERENCE ABSTRACTS



Developing professional learning through collaboration and learning from other professions

Abstracts appear in alphabetical order by author.



[#IPDA2023](https://twitter.com/IPDA2023)

PRACTICE SPONSORED INTER-DISCIPLINARY PANEL

Where are the spaces for socially just, ethical, inclusive practitioner education: reclaiming hope and resilience in (very) strange times?

Alex Kendall (Chair) – Dean of Law and Social Science, London Southbank University

Dr Vince Clarke – Principal Lecturer & Programme Leader BSc Paramedic Science, University of Hertfordshire

Prof Jo Finch – Professor of Social Work, University of East London

Dr Amanda French – Reader in Education (Higher Education) Birmingham City University

In the inaugural editorial of *Practice* some 5 years ago I noted that our new journal came into being in strange times. Times when the knowledge, expertise and credibility of practitioners was treated with scepticism in public discourse, the US government had shut down over a dispute about who will finance a proposed wall on its southern border with Mexico to frustrate the mobility of economic migrants, the catastrophic consequences of forced migration are played out at the borders of Europe at scale and on a chillingly routine basis, and the UK is a nation holding its breath as the timing and management of BREXIT were still being negotiated. None of us could not have known at that moment the degree of catastrophe that lay ahead of us. But, I argued, the extremis of what felt like at that time a strange moment simply provided stark illumination of what was ever thus, that practitioners' everyday realities are complex and contingent. To illustrate this I drew on Stronach et al study of nurse and teacher identity formation as a "constant jockeying of stories, selves and practices as teachers and nurses [as they] tried to come to terms with a welter of recent innovations, the pressures of their respective audit cultures, threats to their preferred professional styles, or otherwise accommodated or resisted political attacks and external impositions."

Looking back with hindsight in 2023 my assertion that we were in 'strange times' seems both naïve and prescient, here we now are – post global pandemic, post Brexit, war in Europe, ever more catastrophic forced displacement of peoples, in the UK political and fiscal instability at a scale not seen for decades – with frontline practitioners in the 'helping professions' have faced, and continuing to face, complexities beyond anything we could have begun to imagine five short years ago. Professional identities have been re-imagined, professional knowledge renegotiated over this time – most often forcibly, without resource, recourse to support and driven contingently from the bottom up through the commitment and determination of individuals at significant personal cost.

In the UK this has driven much professional disquiet and large-scale industrial action that is seeking to reclaim not just pay but key territories for professional identity-making around status, contribution, impact and the P/politics of audit and regulation - ongoing action continues to bring public services, universities, schools, hospitals, railways, ambulance services to a standstill in the context of spiralling recruitment crisis.

In this *Practice* sponsored inter-disciplinary panel we open a discussion about what this signals for practice education. Where, we ask, are the spaces for hope and resilience in these (very) strange times? What does socially just, ethical and inclusive practitioner education look like in this context? And how can cross disciplinary conversations help us in this work? What does it mean to practice *responsibly and response-ably* in always already strange times?

ROUND TABLES

'Professional before Profession? - Investigating the relationship between pedagogy and interprofessional identity within the BA Honours Working with Children and Young People Degree'

Chair(s): Sinead Mary Joyce (**Birmingham City University, United Kingdom**)

Interest in Interprofessional Practice (IP) between education, social work and health has been growing since 2003 in the UK due to the introduction of 'multi-agency working' (MAW) as a professional legal requirement between Education, Health, and Social work (ECM 2003). Recommendations from the Laming Review through the serious case review of Victoria Climbié sees this inherent in all aspects of policy, provision and practice when working with children, young people, and families. Interprofessional Practice sees the bringing together of expertise of a wide range of professionals to respond to their needs and provide the best outcomes for children and families who need support (Payler et al 2016). Consequently, what is best practice in terms of pedagogy for IP students and how do they develop their interprofessional identity. I will explore the role of pedagogy and placement to support students' ability and confidence to carry out 'interprofessional' expectations pre-qualification. The complex nature of interprofessional practice which is at the centre of my course context creates curiosity around the effectiveness of current pedagogy. Due to the lack of prequalification research in this area I want to investigate students' lived experiences following Deleuze and Guattari's contours of concepts using student voice (Mazzei 2017) to see what and how they currently learn to utilise in their future practice. I will rationalise data gained by using a listening room to gain student voice to support new understanding of pedagogy effective for IP degree led programmes for pre-qualifying students.

Reflection and identity work within intensive training and practice in initial teacher education

Chair(s): Fay Louise Glendenning (**University of Wolverhampton, United Kingdom**)

Presenter(s): Fay Glendenning (**University of Wolverhampton**), Jenny Cannon (**University of Wolverhampton**)

In England the place of 'intensive training and practice' within teacher education programmes is the subject of recent policy and practice development. This critical development is of relevance internationally where many professional development programmes use this type of activity. This paper presents a framework for developing intensive training and practice, based on Grossman's work (2018) on core practices in teacher education. The core practices model has been developed to explicitly recognise the importance of both reflection and identity work in teacher development. The model integrates reflective models, such as Gibbs (1988), and includes the role of identity work in supporting the trajectories (Wenger, 1998) of beginning teachers in the communities of practice in which they participate (Lave and Wenger, 1991; Wenger, 1998). This framework is presented as a potential tool for teacher educators in planning and supporting intensive training and practice in initial teacher education.

Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

Grossman, P. (2018) *Teaching Core Practices in Teacher Education*. Harvard Education Press.

Lave, J. and Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Wenger, E. (1998) *Communities of practice: Learning, meaning and identity*. Cambridge: Cambridge University Press.

Shared Objects in Digital Collaborations: IPDA Scotland Round Table

Chair(s): John Paul Mynott (**University of Aberdeen, United Kingdom**), Catriona Oates (**University of the West of Scotland**)

Presenter(s): Aileen Kennedy (**University of Strathclyde**), Linda Bell (**University of the West of Scotland**), Suzie Dick (**Queen Margaret's University**)

Digital spaces can support professionals to connect and learn together. IPDA Scotland collaborates regularly through digital spaces. These digital collaborations have developed overtime, but are often linked to the sharing of an artefact, resource or object, that is central to the discussion. This round table will consider shared objects as a facilitating tool for professional learning.

Hrastinski (2021) suggests that shared objects can help participants connect in digital spaces. His view being that they can aid connection and support the development of a triad which Hakkarainen (2009) describes as a dialogic space where an artefact is used to facilitate and develop knowledge. The shared understanding of triad development in digital collaborations is emerging, with this approach being adapted from in-person collaborations. Advantages of using a triad space with shared objects could then include the ability for thinking to be recorded, saved, revisited, changed and considered overtime (Pifarré, 2019).

This round table will consider different shared objects from presentations, article sharing, or problems of practice used in IPDA Scotland events over the past year, to consider how they facilitated and encouraged discussion and professional learning. Short, recorded reflections from participants and facilitators will be used to start a discussion. This discussion within the round table aims to develop our shared understanding of how using objects and constructing a triad space can enhance collaborative digital professional learning.

PRACTICE SPOTLIGHTS

Contextualising Professional Learning Networks to School-Centred Initial Teacher Training in England

Derek Boyle

Bromley Schools' Collegiate, United Kingdom

Developing and sustaining communities of practice in Initial Teacher Training and Education (ITTE) within the English system is dependent on having a ready pool of placement schools that can engage with training providers to provide placement experiences. These networks are continuously in flux unless commonalities can be established in a professional learning network of schools that work in partnership each year.

Through the session the tenets of collaborative professionalism and the organising principles of PLCs and PLNs will be exemplified within the lens of a successful School-Centred Initial Teacher Training (SCITT) provider that trains teachers for employment predominantly in the local community.

The mechanisms for strengthening the co-operation between school PLCs into a co-operative Professional Learning Network will be exemplified, where the schools come together outside of the Multi-Academy Trust model that is prevalent in England.

The practice spotlight exemplifies ideas of collaborative professionalism and the development of professional learning communities across partnership schools as exemplified in the work of Hargreaves and O'Connor (2018), Door (2014), Opfer and Pedder (2011), Cordingley et al (2015) and Carnie et al (2015). Additionally, the work of Cindy et al (2022) and Livia et al (2022) on Professional Learning Networks will be contextualised into the structures used within School-Centred Initial Teacher Training.

'It brought me such joy': How an online community of practice supported practitioners to introduce creative, play-based pedagogies for teaching French in nursery and early primary settings

Lynne Jones, Karen Faulds

SCILT, Scotland's national centre for languages, University of Strathclyde

Guided by the theme of 'leading professional learning', this practice spotlight presents a professional learning partnership that ran January - May 2022.

The partnership involved forty practitioners working across twenty early years/early primary settings, two professional development officers from SCILT, Scotland's national centre for languages, based at the University of Strathclyde, and a Teaching Artist.

Together, partners developed practice that combined two discrete aspects of current Scottish educational policy: play-based pedagogy (Scottish Government/Education Scotland, 2020), and young children's entitlement to language learning (Scottish Government, 2012).

Over eight weeks, partners learned with and from each other in an online **community of practice** (CoP) (Wenger-Trayner and Wenger-Trayner, 2015). Furthermore, practitioners used adapted **lesson study** (Dudley, 2014) to facilitate four 'creative puppetry' activities to teach French in their settings, and to evaluate children's learning and engagement.

Partners from SCILT investigated the ways in which the project affected practitioners':

- knowledge and understanding of child-led creative and play-based pedagogies
- confidence in teaching an additional language

At the start and end of the project, practitioners completed an online survey. Responses demonstrated how four dimensions of the Scottish national model for professional learning (learning-as-collaborative, learning by enquiring, learning that deepens knowledge and understanding, and reciprocal learning relationships between education professional and learner) were embodied in this professional learning partnership.

Summing up their experience, one practitioner declared: "It brought me such joy to watch the children progress and to realise that French can be delivered in a fun way. It has changed the way I will deliver French."

Incorporating product management processes in the development of a scalable, competency-based micro-credential

Bryn Humphrey, Amanda Wilson

University of Florida, United States of America

The Covid-19 pandemic required educators to pivot, permanently changing the teaching and learning landscape. As teachers adapted to online instruction, they became familiar with platforms and applications to support virtual learning experiences, which can be maximized to support their learning (Bragg et al., 2021).

High-quality online teacher professional development (OPD) that leads to the transformation of practice and improved student outcomes is crucial (Bragg et al., 2021; Merchie et al., 2016). Research indicates that teacher preference for OPD includes content aligned to their interest/needs, delivered through flexible, multimodal experiences, and provides the opportunity to earn certificates over a shorter period (Ansyari et al., 2022; Dille & Røkenes, 2021).

Well-designed OPD can improve content knowledge, enhance the delivery of classroom instruction, and allow for self-paced completion. OPD also addresses two challenges to in-person experiences - cost and access (Bragg et al., 2021).

This study utilizes quantitative and qualitative research methods to investigate how the development of a competency-based micro-credential, developed using product management processes typically used in technology, impacts educator knowledge, builds instructional capacity, and impacts teacher retention, to support the sustainability of the education workforce for birth to secondary American educators. Quantitative data will elicit categorical data, and qualitative data will represent the diversity of the educator's experience (Steyn et al., 2018). This study is ongoing, and feedback is being collected, via course surveys and focus groups, on evaluating the impact of launching a state-wide professional development framework across multiple age groups (birth to five, primary, and secondary).

LIGHTNING TALKS (ONLINE)

Scan QR code to watch these video presentations.



[Guidelines for Equity-Focused Online Professional Learning: Review of a Decade of Literature and Standards](#)

[Catherine Cavanaugh](#)

University of Florida Lastinger Center for Learning, United States of America

A purpose of professional learning is modeling and immersing practitioners in the practices and mindsets that are desired in an organization. Thus, the goal of advancing equity in education should integrate equitable practices into the design of professional learning, including professional learning that is increasingly experienced online. To date, comprehensive guidelines for deliberately designing equitable online PD experiences have not been developed. This work synthesizes a decade of literature and online learning standards to identify and organize guidelines for equitable design in alignment with established distance education theory. The author's search resulted in 30 sources, which she analyzed to extract an initial set of 165 guidelines. After coding guidelines in accordance with 13 themes from distance education theory, disambiguating guidelines, and fitting them to nine revised themes, 119 unique guidelines resulted. This session shares the search and analysis process, themes and guidelines, and ideas for application, implications, and extensions.

[The feasibility of Moroccan teachers' professional development in a disrupted VUCA/ BANI workplace.](#)

FATIMAZAHRA ELBOUSSAIDI¹, Abdelghanie Ennam²

¹Ibn Tofail University (ITU); Kingdom of Morocco.; ²Ibn Tofail University (ITU); Kingdom of Morocco.

This study explores the feasibility of Moroccan university and high school teachers' professional development in the context of a disrupted learning environment caused by the COVID-19 pandemic (Hargreaves, 2020). The study aims to identify the challenges and possibilities that teachers face in pursuing professional development in such an era and to develop strategies to support them (OECD, 2020). Using a mixed-methods approach, the study will collect both quantitative and qualitative data from teachers to gain a comprehensive understanding of their perspectives. The findings will contribute to our understanding of how professional development for teachers can be adapted to emphasize the importance of adaptability, flexibility, and collaboration (Fullan, 2015; Hargreaves & Fullan, 2012).

The study is significant as it addresses the gap in the literature on this topic and highlights the need for adequate training and support for teachers to adapt to the changing VUCA/ BANI landscape of teaching .

SYMPOSIUM

A critical investigation of the challenges Early Career Professionals face across disciplines

IPDA England

The IPDA England Association, aims to investigate what the challenges are for Early Careers Professionals across disciplines during this symposium. UNESCO (2020) highlighted that teacher retention is a significant concern across the globe, and that teachers often leave the profession within the first 5 years. In England, the Department for Education (2019) raised similar concerns, and data vary reporting that between 30 – 50% of early careers teachers leave the profession. Similarly, in the legal profession it is reported via the Bar Association (2022) that a significant number of young professionals leave the profession globally. The NHS reports that junior doctors leave the profession within the first 5 years, as well, and the trend is similar for medics.

The symposium aims to explore qualitative case studies, reflecting on the challenges experienced by colleagues in the following professions: Education (Teachers and Higher Education), Business and Law. The study seeks to explore how these challenges can be addressed through the use of support via the use of mentoring and coaching across the professions.

Empower: addressing the gender imbalance in leadership roles in the Higher Education sector in Vietnam through creative methodologies

Amanda French¹, Kate Thomas¹, Julia Everitt¹, Alex Kendall², Linh Doan Nguyet³, Trang Khoa Hoa Nguyen Thi Thu⁴

¹Birmingham City University, United Kingdom; ²London South Bank University; ³Vietnam National University Hanoi; ⁴Ho Chi Minh City University of Education

Funded by a British Council Going Global: Gender Equality Partnerships, the EnPOWER project directly engages with women's unequal access to leadership opportunities in Higher Education in Vietnam. Through a variety of creative methods the project has collected new evidence about Vietnamese women's lived experience of leadership in higher education which we are using to generate greater visibility and legitimacy for women's leadership capabilities whilst supporting the development of a community of practice for women working in higher education.

There is a growing interest in this area recent research indicates that despite the introduction of the Gender Equality Law introduced in 2006 by the Vietnamese government to promote equal opportunities to women reduce the Gender Gap Index score of 70% in Vietnam, "there are few women in leadership roles in several sectors including HE" (Maheshwari and Nayak (2020). Soryaly and Khon's 2017 study of An Giang University noted for example that whilst 52% of academic staff were women only 32% had achieved a key leadership position. Nguyen et al (2017) further note that women who have successfully progressed into leadership roles have often not had formal leadership training and most commonly learn 'on the job' by experience. Dang's 2012 case study of women in leaders' in universities and colleges in the Mekong Delta also found that women who did progress to leadership roles tended to do so contingently and "unintentionally" (Dang, 2012:3). Dang describes a gap between 'gender policies' which proactively commit to seek the promotion of equality in all spheres of Vietnamese life and the 'gender practices' that pattern and frame everyday experience. Dang notes that "traditional Vietnamese culture, which is still heavily influenced by Confucian and feudal ideologies, continues to affect adversely not only men's but also women's perceptions of women's roles, status, and forms of participation in different spheres of life" their study found that "the negative impact of these collective beliefs on...academic women leaders...is pervasive and intense, regardless of their age." (2021:3). Tran and Nguyen (2020) suggest that the consequence of this is in an unconscious preference towards male leaders which results in a struggle for women leaders to gain legitimacy.

Our session will share the progress we have made so far in establishing a vibrant creative collective ethnography of the experiences of Vietnamese women working in higher education. Using survey data, Padlet walls, blogs, and visual storyboarding our archive of stories and pictures explores the varied experiences of our project members as they seek to manage their professional and personal lives as higher education educators and researchers. It will also show how these way of working help foster a mutually supportive community of practice that will outlive the project and sustain further development in his area.

The session will also offer delegates an opportunity to explore (and even try out for themselves) ways in which these creative methods could be used in other contexts/countries to open up discussion and debate around women visibility and progress in education workplaces.

INDIVIDUAL PAPERS

Developments in Practitioner Education and Workforce Development - designing a study to explore advancing practice in Learning Disability and Autism Nursing

Ben Appleby

University of Wolverhampton

Health Education England 2020 has commissioned this project to evaluate the delivery of advancing practice education in Learning Disability and Autism – delivered by health professionals. Hence, exploring the development of health professions. Recent emphasis has been placed on the NHS to action and strengthen its ability to prevent the persistent health inequalities experienced by people with learning disabilities and/or autism (NHS Long Term Plan, 2019). A key facet of this ambition is to transform the Learning Disability and/or Autism workforce at an advanced level (Interim NHS People Plan 2019), equipping specialist practitioners with a high degree of autonomy, complex decision making and ability to skilfully manage the risks associated with the diverse needs of this group of people. The Advanced Clinical Capabilities framework when working with people with learning disabilities and/or autism is a proactive and timely attempt to achieve this (HEE, 2020) and provides the opportunity to develop at an advanced level, a sustainable workforce blueprint in this field.

The project asks the question: What is the usefulness and impact of advanced practice education on advanced practitioner's' knowledge, skills and behaviour?

This funded project recognises people with learning disabilities and/or autism have diverse needs requiring care and support from a range of different professionals. The HEE (2020) capabilities framework is applicable to nurses and the many allied health professions encountering this group of people. Government and regulating bodies overseeing Nursing and Allied Health Professional training are placing a strong emphasis on furthering knowledge on Advancing Practice. To what extent the existing educational programmes offered to ACP in this field equips practitioners to make a positive change to patient outcomes, is not fully understood.

The focus of enquiry is evaluating through mixed methods this PG Certificate in Learning Disability and Autism, delivered by Cumbria and Edgill universities.

Behaviour, Skills and knowledge will be explored by using the Theoretical Domains Framework, and Behaviour Change Wheel (Michie, 2011). Use of these models will help to evaluate impact of the programme on advancing practice and participants capability, opportunity, and motivation for advanced practice. This model provides a theoretical underpinning for the study. The research intends to throw light on the necessity to expand the educational provision supporting the advancing practice workforce in this field and illuminate the value and contribution ACP make to this marginalised community of people. By using behaviour change frameworks and models to evaluate the impact in advancing practice in a under-represented area of professional practice.

Analysing professional development and learning: applying a holistic framework to compare policy-led professional development programmes.

Mark Boylan

Sheffield Hallam University, United Kingdom

There is a lack of a comprehensive analytical description of professional development and learning programmes that supports fine-grained distinctions between different types of professional development activity and a holistic view of outcomes. This is despite the large body of research on professional development and learning, including many theoretical frameworks and models of how learning takes place, and typologies of forms of professional development. This absence creates challenges for describing and comparing professional development, studying implementation, assessing the worthwhileness of different types of activity, and so for design. To address this, by synthesising several partial models, I propose a theoretical framework applicable across multiple scales, including in policy and school environments, and potentially beyond education to other professions. The model has two complementary parts. The first focuses on describing relatively visible features in terms of: participants, mode, content, activities, professional learning materials, mechanisms, drivers and intended outcomes, scale and reach, resource, systems and structures and key contextual influences. The second part focuses on often less visible, embedded, analytical dimensions, namely: epistemic process, sociality, adaptation and agency, purpose, and professionalism. Informed by policy review and case study research, the value of the framework is illustrated through considering two policy informed professional development programmes in England – the Maths Hub Network and Science Learning Partnerships. Applying the framework helps to distinguish between two similar but distinct policy programme and the ways the same or similar features appear at different systemic levels or scales, in these cases at the national and local level.

Developing Cultural Capability in Higher Education: Cross-Professional Collaboration for Educators' Professional Development

Jayakumar Chinnasamy

University of the West of Scotland, United Kingdom

Cultural capability is becoming increasingly important for educators in higher education due to the increasing significance of internationalisation in HEI's. The intercultural interactions at many levels of HEI's, including with the diverse student population that continue to grow, have influenced educators in HE to develop their practices accordingly. According to Deardoff (2006) engaging with culturally different *others* has become normal for educators working in HEI's. In response to this requirement, many professional development initiatives have been implemented by HEI's to enhance educators' cultural capability. Nevertheless, the effectiveness of professional development initiatives is in question, due to a lack of cross-professional collaboration. Developing quality relationships across other cultures is some of the key aspects of developing cultural capability (Wihlborg and Robson, 2018). This paper explores the potential benefits of cross-professional collaboration that could be used for developing educators' cultural capability. To achieve this, this paper draws upon a section of data from my doctoral research and from relevant literature to address the research question: How can cross-professional collaboration among educators be used to develop cultural capability in HEI's? The study adopted a qualitative method and an interpretive philosophy to gather and interpret the results. The data was gathered through interviews with the fifteen educators working in three Scottish HEI's. The paper concludes that educators have a range of opinions about professional development and emphasises that cross-professional collaboration has the potential to enhance educators' cultural capability and thus improve the quality of higher education for all students.

Perceived Benefits of Engaging in a Participatory Action Learning Action Research Mentoring Community of Practice: Mentoring, Teaching & Professionalisation

Eimear Holland

Dublin City University, Ireland

Though much is written about the perceived benefits of mentoring for student teachers, a lack of awareness prevails surrounding the potential benefits of mentoring and mentor education for the mentor teacher. This paper builds upon a paper from the same study which explored the benefits of engaging in a participatory action learning action research (PALAR) mentoring community of practice (M-CoP) which explicitly developed the three dimensions of a CoP: domain, community and practice. Whilst it explored 'how' the explicit development of the CoP dimension practice resulted in transformative experiences for teachers, it did not report on 'what' perceived growth occurred for mentor teachers. This study involved 12 mentor teachers who came together to form a developing PALAR M-CoP. They attended four M-CoP workshops during and between which they interrogated their mentoring values, attitudes and practices through a range of PALAR processes. Workshops were audio visually recorded and observed. Further data were gathered through an M-CoP questionnaire, pre-workshop questions, M-CoP artefacts, stimulus recall, reflective journals, reflective journey plans, extended focus group discussions and an online reflective wall. Analysis across different data sets was conducted through the 'inductive – deductive' approach to facilitate 'constant comparison' of categories and codes. Analysis unveiled mentor teachers' perceptions that engagement resulted in the transformation of their practices associated with mentoring (more generative, developmental and growth oriented with a content and pedagogy focus), teaching and learning (observation, learning conversations, critical reflection and experimentation of assessment, differentiation and behaviour management) and professionalisation (perceived legitimacy, future safeguarding and leadership).

Developing professional learning to generate values-laden knowledge, which contributes to the common good.

Marie Huxtable

University of Cumbria, United Kingdom

'Professional learning' appears in many national policy documents and practitioners are exhorted, or even required, to engage in such. However, 'professional learning' often comprises, primarily, lists of training activities intended to improve the skills and career prospects of the practitioner. There is comparatively little focus on practitioners learning to improve their abilities to realise their values-laden, ethical responsibilities as professionals. Such responsibilities include developing professional learning through collaboration and learning with and from other professional practitioners, to generate values-laden knowledge, which contributes to the common good. This is of contemporary global concern e.g. <https://www.magna-charta.org/>

Practitioners working in diverse contexts have generated, over decades, such knowledge in the process of researching their practice to understand and improve it and create valid values-laden explanations of their educational influence in their own learning, the learning of others and the learning of the social formations, which form the context of their practice. To serve the common good they have made the knowledge generated public in various forms, e.g. doctoral theses, publications and conference presentations.

These accounts will be drawn on to illustrate how practitioners engaging in Living Educational Theory Research have developed their professional learning through collaboration and learning from and with other professional practitioners. They realised their professional responsibilities to research their values in practice to improve the educational, values-led, influence they have in the learning of people and communities to flourish and help others do so too. They contributed to the growth of a global educational knowledgebase for the benefit of all.

The Snowball effect - developing future leaders through the Winter Leadership Fellows programme

Beverley Jones, Charlotte Jakab-Hall, Sharon Madzima, Matthew Stewart

Gloucestershire Hospitals NHS Foundation Trust

Introduction

Ward Sisters/ Charge nurses are the public face of hospitals and represent a level of management, authority and leadership for patients and staff. The Francis Report (2013) identified that this role is central to achieving high standards of competence and creating a caring culture. The Practice Development team created a bespoke leadership programme to provide opportunities for career progression. The Winter Leadership Fellows programme provided a framework for aspiring leaders to progress into a senior role with person-centred facilitation and support.

Participants were remunerated as a Band 6 throughout the duration of the programme which lasted approximately 3 months.

Methods

Participants within the programme were allocated a Practice Development Nurse who facilitated their professional development and helped them identify their learning needs through the use of a SWOT analysis and action plans.

A blended approach towards learning was used; including a self-directed workbook and interactive webinars, as well as supporting colleagues to consolidate their learning in practice using the Practice Development principles of 'High Challenge and High Support'.

Results

There were 69 participants within the programme, with an evaluation response rate of 73%.

Following completion of the programme and a review of the evaluations (July 2022), 50% of the respondents were in substantive Band 6 posts. Qualitative feedback received highlighted that individuals were more self-aware, developed leadership skills and prepared colleagues for stepping into a new role.

Discussion

In order to attract and retain extraordinary people, we facilitated individuals to develop their confidence as independent, autonomous and innovative leaders, building upon the experiences they have gained throughout their professional development journey.

Despite the short duration of the programme, it successfully supported career progression and provided colleagues with a critical companion to enable them to reflect on their experiences and challenges in the workplace.

Leading Professional Learning

Ken Jones

Professional Development in Education, United Kingdom

While the responsibility for professional learning rests with the individual, the interactive, collaborative nature of most professional learning is best when it is led effectively, and when education leaders develop strategies of complex adaptive leadership rather than impose outcome-focused, linear approaches to professional learning and development.

There is an increasing literature on the leadership of professional learning. This informed research commissioned by The National Academy for Education Leadership in Wales, published in 2022, entitled 'Leading Professional Learning':

The research was undertaken in two parts: a desk-based review of international literature which had a bearing on both leadership and professional learning, and a qualitative process of gathering evidence on how leaders at all levels shape professional learning practice. Interviews were held with leading professionals including policy makers in national government, higher education, school leaders and teachers. Focus groups gave a cross-Wales perspective of practice in primary, secondary, Welsh medium and additional learning needs settings.

The research findings identified 8 Hallmarks of well-led professional learning. These included an emphasis on equity, focusing on learner outcomes and wellbeing, and the creation of sustainable interactive, collaborative and critical professional learning cultures.

This presentation will give:

1. an overview of international research literature on leading professional learning
2. reflections on the findings of the Wales research one year later (and in a post-pandemic scenario)
3. a stimulus for further questions on the extent to which professional learning can, and should be, transformative, drawing on international collaboration arising from the Leadership for Professional Learning network.

Professional Learning through Interdisciplinary Collaboration in Multilingual Contexts: Perspectives of Novice English Language and Technical Subjects' Academics in Algerian Universities.

Amira Lagha

University of the West of Scotland, United Kingdom

Studying opportunities of collaborative professional learning in the field of education is a recurrent discussion (Van Diggele et al, 2020). In multilingual countries, interdisciplinary collaboration between English language and technical subjects' teachers is argued to be effective for developing a global knowledge (Arnó-Macià et al, 2020). Thus, the English for specific purposes (ESP) context is pertinent to explore the prospects of collaborative professional learning being both interdisciplinary and multilingual by nature. Accordingly, this paper is a part of an ongoing qualitative PhD thesis investigating how Algerian university academics experience interdisciplinary collaboration in the ESP context. Data is collected from 27 participants through semi-structured interviews and an incidental focus group. Informed by interpretivist and phenomenological underpinnings, the findings are interpreted through Cultural and Historical Activity Theory (CHAT) lenses (Engestrom, 2001). For the purpose of this paper, the first research question exploring the perceptions of interdisciplinary collaboration is addressed. Interestingly, the tentative findings reveal that novice ESP instructors perceive interdisciplinary collaboration as an effective professional learning experience for it facilitates integration within the new academic context, and increases familiarity with the technical subject. It also helps in reducing knowledge, training, and material gaps. Although this project is still in progress, these findings may contribute to discussions on how can collaboration between English language and technical subjects' teachers support the professional learning and development of novice ESP academics. It also provides insights about Algerian ESP instructors' perceptions of their interdisciplinary collaborative experiences, which may inform policies of professional learning in similar multilingual contexts.

Using Professional Learning to Foster Distributed Leadership and Equity of Voice and Promote Higher Quality in Early Childhood Education

Danielle Hazelette, Leuschen de Pico, Mary Bratsch-Hines, Theresa Loch, Karen Osarenkhoe, Ronald Viafore, Matt Faiello, Paige Pullen

University of Florida Lastinger Center for Learning, United States of America

High-quality early childhood education (ECE) can improve children's educational and life outcomes (Bakken *et al.* 2017, Bustamante *et al.* 2022). Nevertheless, the ECE field faces challenges that can compromise its quality, as exemplified in the United States, where low teacher compensation and high teacher turnover rates are common (Bassok *et al.* 2021). Professional learning opportunities that enhance staff interactions may improve working conditions, which could lead to greater staff satisfaction and retention. This mixed-methods study examined the effects of a professional development initiative designed to promote distributed leadership and equity of voice in ECE programs. Quantitative analyses provided evidence of improvement in content knowledge and teacher-child interaction quality, whereas teacher retention rates were comparable to those reported elsewhere. Qualitative analyses provided evidence of increases in distributed leadership and equity of voice, along with barriers to achieving the initiative's goals and lingering effects of COVID-19. Findings were further examined in relation to staff role. Recommendations include how professional learning models can use iterative development processes to promote distributed leadership and thereby greater ECE educator empowerment and satisfaction.

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Research Poster/Visual contribution

Exploring the development of a transformative professional learning framework for Touch for Health Kinesiology

Jackie Lysaght

International Kinesiology College, Ireland

A transformative professional learning (PL) model is proposed by Kennedy (2005). The International Kinesiology College (IKC) is a worldwide organisation of certified instructors teaching a common curriculum in private colleges. Using a design charrette approach (Harvard Graduate School of Education, 2014), this poster explores the existing IKC continuing professional development (CPD) training approach, new Scholarship of Teaching and Learning (SoTL) initiatives and proposals to collaboratively develop a transformative PL framework.

In the IKC, mandatory instructor CPD follows the training and deficit models (Kennedy, 2005; McCarthy, 2007). In 2018, new optional initiatives were introduced based on SoTL principles to make teaching and learning visible, open to peer review and available for others to build on (Shulman, 1993). Using a social constructivist approach, a series of workshops and a community of practice were set up. Feedback shows that both are considered valuable by the community. However, as the programme is optional, instructors engage sporadically with the new initiatives. It is time for bigger "visions of the possible" (Hutchings, 2000). Drawing on established frameworks, and working together with school/country heads and instructors, this project will investigate how we can design a PL framework as an integral part of the organisation's PL programme and not an optional extra.

Kinesiology is an emerging discipline in the complementary and alternative medicine (CAM) sector of health, where there is a paucity of educational research (Grant and O'Reilly, 2012). This study will contribute to the knowledge of PL in the CAM field while also developing potential future directions.

Teacher Leadership and Teacher Professional Learning: Two Sides of the Same Coin?

Barry Morrissey

Dublin City University, Ireland

Teacher leadership is linked with improved educational outcomes for children with special educational needs (SEN). While many studies have attempted to define teacher leadership (TL), less research attention has been shown to how TL is enacted in practice. This paper endeavours to address this gap and probe the following question:

How is TL enacted in the special school context to ensure appropriate curricular provision for children with SEN?

A qualitative methodology, by way of a three-site embedded case study, underpinned data-gathering for this research, which was part of a broader doctoral inquiry. The three sites selected as cases were special schools in the Republic of Ireland and the case units included:

- Interview with school principal
- Interview with a management-level subject coordinator
- Focus group of three / four teachers

The results highlight the criticality of professional learning in optimising TL over curricular matters – effective TL could not happen without professional learning that was organised instructively. The transformative potential of professional learning communities for mediating teacher influence – a critical component of TL – is showcased in this paper. The principal's capacity to 'control' TL is illustrated and case comparisons are provided between schools that have varying levels of principal 'control'. This comparison enables analysis of potential correlations between the principal's approach and the level of professional learning undertaken by teachers. This research has significant relevance for a global education audience, given the international trends around professional learning and the role of leadership in nurturing it.

Mentee Empowerment: Policy, Power and Preparation in an Induction Process for Newly Qualified Teachers

Barbara Helen Mulvihill

Mary Immaculate College, Limerick, Ireland

Mentoring has become an increasingly recognised strategy for professional induction in many professions including education, health care and business. However, no universal definition of mentoring exists. Although differences in language use, Hudson (2013) states that most commentaries point to a process of "helping to define exactly what the issues were and helping them to improve in that area" (p.780). Literature explored as part of this PhD draws from multiple disciplines, indicating that different professional contexts, with their own unique characteristics influence policy, practice and procedure. The commonality is that regardless of profession, mentoring is relational. It is also focused on learning, as Zachary (2014) states "learning is the purpose, the process and the product of a mentoring relationship". In educational literature, there is a paucity of research on the role of the mentee. This study builds on the work of Ball (2011), Zachary (2014), Ní Dhuinn and Uí Choistealbha (2021) in that greater attention needs to be given to the empowerment of mentees before an induction process begins, to support them in taking a self-authored role in mentoring relationships.

This PhD study is situated in a social-constructivist tradition. Phase 1 consists of an online survey with Newly-Qualified Teachers that have been recruited via open call and the snowballing technique. Phase 2 consists of semi-structured interviews. Participants will be finalised through purposive sampling. Reflexive Thematic Analysis will be used for data analysis (Braun and Clarke, 2021). Ethical approval has been granted. Data collection is due to commence in April 2023.

'I am here, but not in the same way you are': Inequity in digital collaborations

John Paul Mynott, Stephanie O'Reilly

University of Aberdeen, United Kingdom

Inequity exists in education. When digital inequity is considered, it tends to be focused on issues with connectivity and/or device/ software access (Goei et al, 2021; Huang, Lai and Huang, 2021). We suggest that digital inequity is not as simple as connectivity or access to software or hardware and therefore inequity is far more than technical aspects of digital collaboration.

This paper explores inequity within a digital Lesson Study (LS) collaboration held in 2021. The LS was focused on developing trauma-informed strategies to behaviour and consisted of 9 participants. Through a thematic analysis of the transcripts from the digital Lesson Study lesson reviews, we were able to consider the enabling and inhibiting factors that impact on digital collaborations.

Through our analysis we identified that inequities were created through connectivity and device access, but we also found that the physical space participant inhabited, the setting or their professional learning, hierarchies or power and understandings of permission to partake in the collaboration impacted on how frequently participants contributed, who they contributed with and their perceptions of their own learning within the digital lesson study.

In sharing this research we aim to identify how digital collaborations need to consider key ways of working so that all participants are enabled to partake in professional learning undertaken in digital collaborative spaces. We will also show that shared digital objects, facilitation and consideration of participants access and locations can all support reducing inequities.

Exploring evidence base on the impacts of PLCs on teacher professional development in the Global South

Dong Nguyen

Durham University, United Kingdom

This presentation focuses on exploring an evidence base concerning the impacts of Professional Learning Communities (PLCs) on teacher professional development in the Global South. PLC is defined as "a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way; operating as a collective enterprise" (Stoll *et al.* 2006, p. 223). Global South refers to a group of low- and middle-income countries in the regions of Latin America, Asia, Africa, and Oceania.

This evidence base draws on a systematic review of 70 peer-refereed empirical articles on PLCs in twelve countries in the Global South. These articles were written in English language, published from 2000 to 2021, and indexed in the Scopus database. In this presentation, the author will highlight some emerging evidence on the impacts of PLCs on teacher collaborative learning, development of teaching efficacy, innovative changes, and trusting relationships in schools.

The author will also present an analysis of substantivel, geographical, and methodological gaps of this evidence base on the impacts of PLCs. The analysis of gaps underscores a great need for a multiplicity of rigorous empirical studies using a range of complementary methods to strengthen an evidence base on the pathways of the impacts of PLCs on student learning and on how to harness their potentials.

Reference

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A Theoretical Framework for Professional Learning and Identity during a Career Secondment: Transitions and Tensions

Ciara O'Donnell

Maynooth University, Ireland

This paper presents a theoretical framework created for a study investigating the professional learning and identities of teachers seconded to teacher education. The study addressed an under-researched area in teacher education while yielding a theoretical framework transferable to other disciplines adopting secondment practices. Structured according to three stages (**Entry, Experience and Exit**), the framework provides a chronological blueprint for a career experience involving a transition into, through and out of a professional role. It is scaffolded by two theories exploring career transition (Nicholson, 1987) and tensions manifesting as career gains and losses (Kelly, 1980), thus underscoring **Transitions and Tensions** as the framework's twin tenors.

The paper outlines how each stage of this qualitative study observed fidelity to its theoretical framework while facilitating an interplay between deductive and inductive processes through **Structural Thematic Inquiry** (Berkeley, 2014).

Through the framework's lens, the paper describes professional development supports required for individuals at each secondment stage. It offers unique insights into third space identity issues associated with occupying a seconded role while permanently employed elsewhere and specific tensions arising from a temporary career arrangement often characterised by tenure uncertainty.

The paper's relevance to the broader concepts of career anchorage (Schien, 1990) and career identity disturbance (Ibarra, 2004) affords interprofessional discourse on motivations for career change, transition coping mechanisms, role stabilisation and agency.

This paper demonstrates the agility of the framework for studying similar career experiences across several professional contexts and poses important questions about the identity and learning needs of a significant number of professionals globally.

What is the impact of non-linear professional learning conversations through the use of non-linear coaching models on senior leadership development in schools in South Africa?

Lizana Oberholzer

University of Wolverhampton

Coaching and Mentoring are an underused cognitive leadership skills in education (Atwal, 2023). Connor and Pokora (2016) point out that mentoring and coaching can be described as learning relationships, and as senior leaders develop within their organisations, they benefit greatly from engaging with effective professional learning conversations, to enable them to develop sense making and giving skills, to move school improvement strategies forward (Grint, 2005). Hargreaves and O'Connor (2018) point out that strengthening collaborative professional practices within organisations develop effective communities of learning with agency to drive change and improve. The qualitative research study explores how a non-linear coaching model helped develop senior leaders' ability to engage with professional learning conversations, to enable them to develop more in-depth strategic practices to lead change and lead their teams. The study is based in schools in South Africa, where school leaders were not only supported via coaching and mentoring, their own leadership skills were developed, as they were trained as coaches too. This qualitative case study, used semi-structured interviews, across the 3 stages of the professional learning relationship to evaluate the impact that the coaching and mentoring conversations had on the development of these senior leaders. The coaching and mentoring strategies that were utilised were developed into a non-linear coaching model which is akin to the coaching practices for senior leadership within business. We seek to share the findings of this study, & how the non-linear coaching model was further developed to be used across sector to develop future senior leaders.

A critical evaluation of how leadership development in schools can be enhanced through the use of collaborative professionalism

Lizana Oberholzer

University of Wolverhampton

Hattie (2012) highlights that leadership in schools can make a significant impact on learner outcomes, this view is echoed by the DfE (2022) in its most recent white paper. Leadership development is key in ensuring effective school improvement. Hargreaves and O'Connor (2018) highlight the importance of collaborative professionalism, and how this approach can be used to drive school improvement. Atwal (2022) points out that communities of practice, can make a profound impact on how schools can become learning environments. Atwal (2019) points out how school leaders need to move their schools on to become thinking schools, and with that, the author points out that school leaders, need to develop their own strategic thinking through engaging with learning conversations. To achieve this, school leaders need to engage in regular conversations to help them to develop their ability to make sense of the context and challenges they are facing (Grint, 2005). Hargreaves and O'Connor provide a clear collaborative professional framework that can be used to facilitate and help develop such learning relationships. This qualitative research study, investigates how, putting in place a collaborative professional learning framework can help develop school leaders' engagement with their own reflective and reflexive practice to develop their leadership skills. Semi-structured interviews were used, to evaluate what the impact was of implementing a collaborative professional framework which allows for Action Learning (AL) sets to take place, similar to AL models used in business, to help school leaders to develop strategic leadership skills. Interviews were transcribed and thematically analysed.

Making change happen in teacher professional development: leadership and the implementation of professional development in schools

Dieuwerke Rutgers, Josephine Booth, Eleanor Byrne, Eleanor Hotham

Sheffield Hallam University, United Kingdom

There is an increasingly strong body of evidence about what makes effective professional development (PD) for teachers in terms of its design and features. However, many PD programmes and initiatives remain short-lived, lead to limited sustained change in practice and do not maximise their potential positive impacts on teachers' practice or professional lives. To address this, greater understanding is needed of the mechanisms and processes that underpin the enactment of PD innovations in school and the factors that affect implementation and sustainability. A systematic review of the literature was undertaken to deepen our understanding of PD implementation in relation to the school environment, and to identify what leaders do to create a school environment and ethos where teachers are able to engage in PD and successfully implement and sustain change in their practice. We will describe how we carried out this comprehensive review of the extant literature, following established protocols for systematic reviews, and will focus on the evidence on what leads to a supportive culture and structural school environment at individual, group and organisational levels, and the essential role that leaders at all levels – whether in formal or informal leadership positions – play in this.

Tutors' experiences of a multi-professional critical incident hydra session

Susan Elizabeth Soan, Judy Durrant, Gayle Le Moine

Canterbury Christ Church University, United Kingdom

This presentation reports on findings of a small-scale study using a creative qualitative methodology. It explores whether providing tutors with the opportunity to attend a hydra[1] multi-professional critical incident simulation exercise as delegates enabled them to reflect on their practice in relation to preparing students for collaborative working environments. Previous research indicated that the attitudes and behaviours of tutors can influence students' views about collaborative working.

ACT[2] members from one HEI participated in the Hydra exercise and research. Using before and after session questionnaires participants were asked about their expectations of Hydra, their views of collaborative practice and the impact of their experiences of Hydra on their approach to teaching collaborative practice sessions. A conventional qualitative content analysis was initially undertaken using the complete anonymised data set. Innovatively, further analysis of participants' unfiltered answers to the final question of the after-session questionnaire also enabled a poetic response to be created. It is anticipated that the findings will inform the designing and development of future cross discipline collaborative learning and teaching activities.

[1] *Hydra is an interactive, immersive environment and its purpose is to deliver exercises to decision makers to help them better manage Critical Incidents.*

[2] *ACT (Action for Collaborative Transformation) is a group of academics who aim to develop an interdisciplinary community of learning, teaching and research across CCCU in order to better prepare our students for collaborative working during their professional careers and in doing so enhance the outcomes for children, families, and society.*

Collaborating across diverse contexts in new ways: ESOL teachers' professional learning in online spaces

Diana Tremayne

Leeds Beckett University, United Kingdom

This presentation extends research and analysis into the online professional learning of teachers of English to Speakers of Other Languages (ESOL) since March 2020 which was discussed at IPDA 2022. In particular it aims to focus on two aspects of the research which have come through in interviews and follow-up discussions: firstly, how online (and now blended) spaces can support learning and collaboration across both the diverse context of ESOL teachers and other professions they connect with and, secondly; how the affordances of these spaces may offer the potential for new and multi-faceted ways to open up opportunities for rich learning.

ESOL teachers work in a huge range of settings, including further education colleges, adult and community learning, and third sector providers, encompassing both formal and informal provision. The research indicates the value of the collaboration across these contexts which many have experienced since March 2020 as well as the importance of opportunities which extend collaboration with other professionals working with ESOL learners. With much of this interaction taking place in grassroots spaces it raises the question of how collaborative professional learning may move from practice to policy rather than vice versa.

In addition, the research highlights how for some, online spaces afford different ways of engagement which can support learning such as multi-layered conversations through speech and chat functions. In this way the digital literacies gained since Covid-19 help to support professional collaboration and insights into practices which can enhance both professional and student learning.

Using living-educational-theories to develop international professional learning.

Jack Whitehead

University of Cumbria, United Kingdom. North West University, South Africa

Relationship to the conference theme. A Living Educational Theory Research approach to professional learning is used to establish a collaborative and learning relationship with other professions. This approach requires professional practitioners to accept an educational responsibility to research their own professional learning in inquiries of the kind, 'How do I improve my educational influences?'

The research questions. The questions are focused on the issue of the validity of values-laden evidence of the original contributions to educational made from within a Living Educational Theory Research approach to international professional development.

Overview of the research approach. The educational research approach requires the inclusion of insights from collaboration and learning with other the other professions of the philosophy, psychology, sociology and history of education.

Framing within contemporary current issues and debates. The approach to international professional learning will be related to the major global problems of climate change and environmental damage, the humanitarian crises of global poverty and global inequality, and barriers to education and opportunity.

Original knowledge-contribution and provocations to the wider community. The evidence of the original contributions to knowledge of this approach to international professional learning will be drawn from over 50 Living Educational Theory doctorates at <https://www.actionresearch.net/living/living.shtml> that have used the approach advocated here. The provocations include the advocacy of the acceptance, by professional educators and other practitioners, of an educational responsibility to hold oneself accountable for living the values of being a global citizen as fully as possible in one's own international, professional, educational learning.

Developing professional learning through collaboration and learning from other professions with living-educational-theories.

Jack Whitehead¹, Marie Huxtable²

¹North West University, South Africa; ²University of Cumbria, United Kingdom

Relationship to the conference theme.

The relationship to the theme of developing professional learning through collaboration and learning from other professions is established through the use of a living-educational-theory approach to professional learning. This approach requires professional practitioners to research their own professional learning in inquiries of the kind, 'How do I improve my educational influences?'

The research questions.

The research questions are focused on the validity of evidence and values-laden explanations of educational influences in one's own professional learning in their learning of others and in the learning of the social formations within which the practice is located. The questions include the issue of evidence of the original contributions to educational made from within a Living Educational Theory approach to international professional development.

Overview of the research approach

The research approach requires the generation of explanations of educational influences that include insights from collaboration and learning from other professions. The learning includes insights from other professions of the philosophy, psychology, sociology and history of education.

Framing within contemporary current issues and debates.

The approach to professional learning will be related to the seven major global problems distinguished by Brown (2022).

Original knowledge-contribution and provocations to the wider community.

The evidence of the original contributions to knowledge is freely available from <https://www.actionresearch.net/living/living.shtml>

The provocations include the advocacy of the acceptance of an educational responsibility to hold oneself accountable for living the values of being a global citizen as fully as possible in one's own professional, educational learning.

Teachers' Professional Learning Communities in China: Tradition and Innovation

Wangbei Ye

East China Normal University, China, People's Republic of

Professional learning communities (PLC) are viewed as important for teachers' professional development. However, most studies on teachers' learning in PLCs have focused on teacher learning within a single school. China has a teacher PLC tradition that takes the form of teaching and research groups (TRG) in district/county-, city-, province-level, and school level. It provides opportunities to analyse PLCs in various cross-school contexts.

Besides, in recent years, China made innovations such as organizing PLCs in Education Groups, Master Teacher Studios, and with universities. These innovation in PLCs echoed the international concern on cross-school collaboration and education improvement (Connolly & James, 2006).

This conference article will introduce traditional and innovative PLCs in teachers' professional learning in China based on the author's recent studies (Ye, Liang, & Wang, 2021; Ye, 2022). School-based PLC, district-level PLC, PLC in Education Groups, PLCs based on school-university collaboration, PLCs based on government-school-business triple collaboration, etc. will be introduced. Historical, policies and qualitative studies related to PLCs will be covered.

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