International Professional Development Association

Border Crossings:

Professional Learning in the 21st Century

51st International Conference

16–17 November 2018

Conference Centre, Aston University,
Birmingham, UK

Conference Programme

Friday 16 November 2018

0830 – 0915	Registration
0915 – 0930	Welcome by the IPDA Chair (Conference Room 1) Prof Alex Kendall
0930 – 1015	Keynote – Expertise and identity in inter-professional work: Conceptual and practical challenge Prof David Guile, UCL, Institute of Education
1015 – 1100	Keynote discussion and questions
1100 – 1115	Tea/coffee break
1115 – 1315	Parallel session 1 (see page 3)
1315 – 1400	Lunch
1400 – 1500	Panel discussions sponsored by IPDA's new journal: Practice: Contemporary Issues in Practitioner Education Panel 1: Race, Gender and Professional Learning (Conference Room 1) Chair: Prof Alex Kendall, Birmingham City University. Prof Jas Dhillon, University of Worcester. Prof Vini Lander, University of Roehampton. Dr Karima Kadi-Hanifi, Newman University. Panel 2: Researching ethically in complex contexts: education professionals, radicalisation and extremism (Conference Room 3) Chair: Prof Hazel Bryan, University of Gloucestershire. Dr Lynn Revell, Canterbury Christ Church University. Dr Sally Elton-Chalcraft, Cumbria University.
1500 – 1600	Parallel Session 2 (see page 4)
1600 – 1615	Tea/coffee break
1615 – 1715	Parallel Session 3 (see page 5)
1715 – 1815	AGM (Conference Room 1)
1900 – 1915	Welcome drinks for new to IPDA members
1915 – 1930	Drinks and Launch of new IPDA journal: Practice: Contemporary Issues in Practitioner Education
1930	Conference dinner followed by award of IPDA prizes and fellowships

Parallel Sessions

Session 1: 11.15 to 13.15

Practitioner Learning (Conference Room 1)	Policy and Leadership (Conference Room 3)	Teacher Education (Room 139)	Professional Doctorates (Room 132)	Research Methodologies (Room 141)
What do new reception teachers need to know and understand? Karen Vincent	The Future of Teacher Professional Learning through the lens of a Mandatory Professional Learning Policy: A Policy Analysis of Cosán. Nicola Broderick	Teacher Agency, Signature Pedagogy and Third Space Theory: Rethinking master's level teacher professional development. Ian Axtell	Thinking together about the future development of the Professional doctorate in Education (EdD) and the needs of the researching professional. Dr Anthony Armstrong	Challenging traditional roles through creative learning collaborations. Nia Richards, Sophie Hadaway
Crossing the school gate: A University Supported Social Constructivist Model of Professional Development. Dr Tish Balfe	Collaborative leadership for educational change. Paul Campbell, Rehana Shanks	The perspectives of teacher trainers on the pros and cons of the new model special education teacher training programme in Turkey. Tuğba Pursün, Prof Dr Hakan Sari, Seyda Sari	Developing a curriculum framework for a professional doctorate cohort of international students. Dr Roger Levy, Professor Joy Jarvis	Beyond the qualification: spaces for informal professional learning. Bally Kaur
Re-making practitioner learning. Prof Alex Kendall, Dr Victoria Kinsella, Dr Fadia Dakka Georgina Garbett, Clair Meares, Bayley Morris	Challenges of multi-professional working in HEI – not funded or supported. Mark Gradwell, Gayle Le Moine, Dr Judy Durrant, Dr Sue Soan	Intermingling the Spoken with the Visual: A Methodological Review of Collage. Suzanne Culshaw	The EdD and one bedtime story more! An exploration of the Third-Space inhabited by mothers working in educational leadership whilst studying for a professional doctorate. Rehana Shanks, Poppie Gibson, Suzie Dick	Borders in the Academia: professional development as sites of resistance Paulina Bravo González
Development of teacher engagement in professional learning: examples from primary science education. Dr Lynne Bianchi, Jane Turner, Dr Sarah Earle	Transformation and Transgression: the Implications of an Agentic Dimension for Teacher Professionalism. Dr Judy Durrant	Facilitating the Lesson Study Facilitator: a reflection on expertise in Lesson Study. Dr John Mynott	From teacher to teacher educator: developing one's knowledge base through formal study. Dr Rose Dolan	It's not what you do it's the way that you do it – the value of a constructivist grounded theory approach. Dr Sara Smith

Parallel Sessions

Session 2: 15.00 to 16.00

Practitioner Learning (Conference Room 1)	Teacher Education (Conference Room 3)	Teacher Education (Room 139)	Inclusion (Room 132)	Innovation (Room 141)
In the same boat. Writing development for students and staff. Alison Milner, Alllie Mills	Perspectives on professional development exploring motivation learning and facilitation. Emily Perry, Dr Josephine Booth, Sarah Boodt	What differences are there between previous and new model teacher training programmes in special education in Turkey? Prof Dr Hakan Sari, Tuğba Pürsün	The Capabilities Approach as an Alternative Teaching Perspective for the Equitable Flourishing of 'High Functioning' Autistic Adolescent Students in the Mainstream Classroom? Sarah Ann Hopp	Collaborative approaches to classroom-based research: exploring the strengths and challenges of teachers and teacher educators working together to undertake close-to-practice research. Dr Jan Barnes, Dr Helen Lewis, Dr Sioned Hughes, Jonathan Davies, Jo Roffey
What happens when I adopt and adapt 'Number Talks' as a guiding approach to making children's thinking more visible? Janey Ross		Informal online learning communities as sites for professional learning and agency. Diana Tremayne	Porous Boundaries for Optimal Interfacing between Class Teachers and Special Education Teachers to Promote Students' Inclusion. Dr Órla Ni Bhroin	Transnational education collaborative provision within UK Universities impact on the development of a UK approach to 'Internationalised' curriculum development. Jackie Norton

Parallel Sessions

Session 3: 16.15 to 17.15

Partnerships (Conference Room 1)	Teacher Education Professional Development (Conference Room 3)	Professional Development (Room 139)	Professional Learning Communities (Room 132)	Professional Development (Room 141)
They said that schools couldn't do it. School Led Initial Teacher Training, what the graduates say. Helen Woodward, Rev'd Dr Linda Robinson	A study of the developing identity and agency of primary science subject leaders during the process of participating in the Primary Science Quality Mark (PSQM) programme. Clare Warren	Student Belonging and Identity at BCU Dr Amanda French, Dr Rob Smith and student researchers	Evaluating the impact of a professional learning community on teacher professional learning for inclusive practice. Dr Aoife Brennan	Zero State of mind-Food for teachers for their professional development VJ Kumar
What matters in communities of learning for inclusive teaching? A cross-case analysis. Dr Elizabeth Walton, Prof Suzanne Carrington, Chris Edwards, Dr Beth Saggers, Wacango Kimani	Unique places, universal professional challenges; learning from Western Quebec mentoring, coaching and induction practice. Prof Rachel Lofthouse	A pragmatic model of professional development for school self-evaluation Dr Shivaun O'Brien, Dr Martin Brown, Prof Gerry McNamara, Prof Joz O'Hara, Craig Skerritt	Crossing borders and extending spaces. Discussing the nature and basis of professional development in semi-social environments. Prof Linda Evans	Scotland National Strategy: to support and develop professional capacity through professional Learning mode for Education professionals Lesley Whelan, Jacqueline Morley

Conference Programme

Saturday 17 November 2018

0830 – 0900	Registration
0900 – 0945	Keynote – What can complexity do for education, health and social care? Getting outside of the evidence based box (Conference Room 1) Prof Robert Geyer, Lancaster University
0945 – 1030	Keynote discussion and questions
1030 – 1045	Tea/coffee break
1045 – 1245	Parallel session 4 (see page 7)
1245 – 1300	Plenary and close of conference by IPDA Chair Prof Alex Kendall
1315 – 1415	Lunch

Parallel Sessions

Session 4: 10.45 to 12.45

Learning Journeys (Conference Room 1)	Crossing Borders and Boundaries (Conference Room 3)	Professional Development (Room 139)	Professional Development (Room 132)	Professional Development (Room 141)
Exploring the Use of Scientific Argumentation with School Students in an Online Learning Platform. Dr Fayyaz Ahmad Faize, Dr Muhammad Arshad Dahar	Border crossings in professional learning: Professional Update as policy into practice across Scotland's schools and colleges. Vikki Robertson	Co-creation of the Continuing Professional Development (CPD) Pathway through 'cross border' collaboration in the West Midlands. Dr Linda Devlin, Pauline Smith	Multi-professional learning to enhance Working Together in real world scenarios. Dr Sue Soan, Gayle Le Moine	Reimagining staff appraisal: trialling a collaborative approach to school-based professional learning. Owen Carter, Gary Handforth, Prof Rachel Lofthouse
An exploration into how to provide rich Mathematical experiences in a play-based setting Mairi Lawrie	Using stories to cross borders to deepen the learning of teacher educators in school – university partnerships. Dr Miranda Timmermans, Dr Elizabeth White	Beyond the myths: mapping new cartographies in becoming teacher. Louise Lambert	Team players: An evaluation research study of the project 'Co-teaching in Arts Education in Primary Education. Ellen van Hoek	Developing Teachers' Resilience Using Growth Zone. Holly Heshmati, Sue Johnston-Wilder, Dr Deborah Outhwaite
Research Journeys that embrace creativity David Collins, Stuart Mitchell, Louise McKnight, Juliette Gaunt, Kate Thomas, Bally Kaur, Clair Meares, Rebecca Snape, Dr Geof Hill		Expert teaching: what matters to expert teachers? Lorna Shires	Using the force to bind the galaxy together: the place of researcher identity in qualitative educational research Nathan Douglas	Writing for IPDA publications and IPDA Scholarships workshop. Prof Hazel Bryan, Prof Ken Jones, Prof Alex Kendall
From orthodoxy to reality – Investigating the conditions necessary for professional learning networks – Lessons from Northern Ireland Dr Martin Brown, Paddy Shevlin, Prof Gerry McNamara, Prof Joe O'Hara, Dr Shivaun O'Brien, Chris Donnelly, Craig Skerritt	Supporting the Application and Cascadence of Professional Learning: A Teacher Inquiry Based 'Leadership for Inclusion Community of Practice' Eimear Holland Dr Fiona King	Special educational needs professional development in immersion education. Sinéad Nic Aindriú, Professor Pádraig Ó Duibhir, Dr Joe Travers	Notions of 'experience' in a high performing primary school: implications for practice development. Dr Jean Pierre Elonga Mboyo	

Keynote Speakers

David Guile

David is Professor of Education and Work, Head of the Department of Lifelong and Comparative Education, UCL's Institute of Education. He has led an extensive range of research of projects and brings to the IPDA conference particular understanding of the nature of knowledge and expertise across the professions in practice. David is especially interested in changes in the world of work and the implications of these changes for professional and vocational formation throughout the life-course. David uses the interplay between theoretical and practical ways of thinking and acting to work with others to provide solutions to pressing issues that surface in education and work as well as the relationship between them, for example, apprenticeship and collaborative ventures. His research is used to assist organisations, educational stakeholders and policymakers to better understand how to work together to support professional and vocational formation and economic and social regeneration.

Robert Geyer

Robert is Professor of Politics, Complexity and Policy, a role he holds alongside that of Academic Director (International) at Lancaster University. His main research focus is on complexity theory and public policy, and he has published extensively in this area over many years. Of particular interest to participants in the coming IPDA conference, is that Professor Geyer has related this area of research and expertise to many aspects important to those who have an interest in examining the nature of, and developing, professional practice and learning. In addition to his work in education, Professor Geyer's work has had a sustained focus in the areas of health and social care in particular. He has also published extensively on the wider political economy across the EU as well as the UK and Scandinavia.

IPDA Prizes and Awards

Jim O'Brien

Jim was a teacher of history in comprehensive schools in the west of Scotland, before taking up a career in higher education. He worked in St Andrew's College of Education, Glasgow, and became Assistant Principal (Educational Development) there. He was appointed to Moray House Institute of Education in 1993 as Vice Principal, and became the permanent Vice Dean in 1998 when the Institute merged with the University of Edinburgh. He held a personal Chair in Leadership and Professional Learning until 2009 when he retired.

Jim's development work and research interests have been in the field of continuing professional learning and school leadership. He has been a member of a number of national development groups such as the Scottish Qualification for Headship (SQH) programme; the Chartered Teacher Standard and the national CPD Advisory Group on School Leadership.

Jim has had a long involvement with IPDA, being an active committee member, secretary to the Association and President from 2005 to 2008. He was made a Fellow of IPDA in 2009. He has also played a major leadership role in taking the IPDA journal, Professional Development in Education, to its present status as a major international academic publication. He became co-Managing Editor in 2012 and was instrumental in advising on academic quality and strategic vision. Jim retired from the Editorial Board of PDiE in 2017.

Vince Clarke

Dr Vince Clarke is a paramedic educator at the University of Hertfordshire. His EdD submission (July 2018) was of extremely high quality, addressing a classic issue, the relationship between theory and professional practice in a context of paramedic practice which has only been professionalised this century when entry has required undergraduate study.

Vince's experience as a paramedic informed this research, grounding it in practice and enhancing its validity as well as its doctoral level contribution to knowledge and practice. The advance to practice and CPD is based on Vince's thesis that the relationship between theory and practice is best represented as praxis, while showing that established paramedic practitioners invariably equate 'theory' with universities and book learning, not recognising it is a dimension of professional and practice-based knowledge. This, as research in teaching and in nursing show, is a deprofessionalising, constraining, view of practice and how it can be developed. Vince's view of the relationship between theory and practice as one of praxis is of huge importance in enabling new entrants to the profession to establish a basis for lifelong learning and development of professional practice. This is particularly important in the new profession of paramedicine because new entrants to the profession work in teams with colleagues with a constrained view of the nature of professional knowledge. Recognising the interrelationship between theory and practice as one of praxis makes it less likely that theory-informed practice will be 'washed out' by working with colleagues as, experience and research show, happens in teaching and nursing.

The pathway to impact of Vince's contributions to practice has been strengthened by his recent employment by the University of Hertfordshire, and his teaching there. The BSc (Hons) Paramedic Science degree is the first full-time degree programme

nationally to be integrated with the Health and Care Professions Council (HCPC) registration standards and is a very important provider of paramedics in the region and beyond. This is complemented by a range of short courses for paramedic educators and practitioners based on this research.

Key to the level of Vince's contribution to policy as well as practice is his previous work as a partner of the Health & Care Professions Council and, in particular, at the College of Paramedics. These national organisations have enabled Vince to have already had a very significant impact on paramedic training, education and CPD, very significantly enhanced by the form in which he represented his theorised contribution to practice for practitioners at national level. As his external examiners noted:

The development of the zip theory analogy, a metaphorical comparison, is a very creative way of enabling the research findings to be accessed by practice educators and students to inform and enhance future practice based education.

And: *this project has therefore already had direct involvement in the development of this important piece of work* (the College of Paramedic Practice Placement Education Handbook) *and the recent increase in status or at least greater emphasis on practice education for paramedics generally.*

Tish Balfe

The research undertaken by Tish Balfe focused on enhancing, through a professional development programme, adults' knowledge and use of social communication strategies for the purpose of improving the social interactions between classroom staff and infrequent communicators on the autism spectrum.

By investigating this topic in relation to developments in the Republic of Ireland, where enrolment of children on the autism spectrum in the education system has seen a steady but substantial increase annually over the last decade and where teachers have expressed concerns regarding their professional preparedness to teach these children, this thesis is timely and has potential to make a significant contribution with local and national implications. Additionally, given the particular challenges associated with the development of the communicative competencies of young children on the autism spectrum, the expertise of teachers and support staff to address these challenges, and the professional learning for developing such expertise are issues of global relevance. While research internationally has focused on caregiver interactions with young children on the autism spectrum, this study leads in its focus on the interactions of adults in the classroom (teachers and special needs assistants) in the development of the social communication of young children on the autism spectrum. As such, this thesis has potential to make an equally significant contribution to the international research literature on professional development and learning related to the social-communication development of young children on the autism spectrum.

In terms of specific contribution to professional development, to the extent that adult strategy use influenced pupil language use, this thesis adds to current knowledge in so far as specific adult interaction strategies are identified as enhancing the children's communication and increasing their language. This highlights a pedagogical content focus for professional learning programmes. Moreover, data analysis of adult-child interactions led to the development of a framework for establishing causal connections between adult strategies and child responses and initiations. This framework has potential for use by teachers to analyse adult interactions with young children with autism spectrum, with a view to auditing strengths and earmarking developments in adult-interactional strategy use.

The professional development initiative, underpinned by social constructivist principles, is the first in Ireland to include teachers and special needs assistants together as course participants. It is also the first internationally to include social constructivism in a model of professional development for staff working with children on the autism spectrum. Apart from allowing opportunities for mutual support and collaborative development of knowledge among the adults within and across school contexts, findings indicated increased positive interactions and enhanced working relationships within schools, and overall empowerment of the adults involved, highlighting a cascading effect of professional learning within the schools. This adds to the growing research on inter-professional learning. Furthermore, findings highlight aspects of the role of the 'more knowledgeable other' critical to the professional learning of the course participants which resonate with social constructivism, positioning this paradigm within the discourse of professional learning and development in relation to working with young and infrequent communicators on the autism spectrum.

Contact Details:

Netta Pickett
IPDA Administrator

E: admin@ipda.org.uk