



**International Professional  
Development Association**



**IPDA England Bulletin  
April 2020**

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## IPDA England Committee

We would like to thank John Mynott for his work on the IPDA England committee, enabling us to become more active on twitter, and to grow our networking with colleagues in schools. We wish John well as he moves to Scotland and is already linking up with IPDA Scotland to support the professional and personal development of others.

We are delighted that Suzanne Culshaw has joined the committee. Suzanne teaches MFL and is active on twitter. If you would like to find out more about Suzanne's research interests, we encourage you to join us for our first Research In... event. More details in this bulletin!

We are currently looking for representation from FE & other professional groups on the IPDA England committee. Do contact Liz to find out more ([england@ipda.org.uk](mailto:england@ipda.org.uk)).

**Chair:** [Pauline Smith](#) Independent Consultant

**Hon. Treasurer:** [Dr Linda Devlin](#) University of Wolverhampton

**Hon. Secretary:** [Dr Liz White](#) University of Hertfordshire

**Cliff Jones:** Independent Consultant

**Dr Suzanne Culshaw:** Research Fellow, University of Hertfordshire

**Dr Emily Perry:** Sheffield Hallam University

**Karen Vincent:** Canterbury Christ Church University

**Lizana Oberholzer:** University of East London

## Up-coming Events Online

Monday 11 May 2020 16.00-18.00

[IPDA England seminar - Current issues in teacher professional development](#)

Saturday 6 June 10.00-12.30

[Research on...Teacher wellbeing and its implications for professional development](#)

## **IPDA England seminar - Current issues in teacher professional development**

Monday 11 May 2020 16.00-18.00

**IPDA England** is proud to announce that it is hosting an online open twilight event exploring:

### **"Current issues in teacher professional development" – 11<sup>th</sup> May 2020 from 16.00 – 18.00**

The session offers an opportunity to reflect on research, with the aim to explore key issues in education, which includes a focus on effective CPD for practitioners.

**Who is it for?** The session is open to all practitioners engaged with practitioner development.

Please register a place on Eventbrite to attend via zoom:

<https://www.eventbrite.co.uk/e/current-issues-in-teacher-professional-development-tickets-102082802410>

For more information please email:

Lizana Oberholzer

[l.oberholzer@uel.ac.uk](mailto:l.oberholzer@uel.ac.uk)



**International Professional Development Association**  
*Supporting professional learning since 1969*

For: all practitioners engaged with practitioner development.

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<https://www.eventbrite.co.uk/e/current-issues-in-teacher-professional-development-tickets-102082802410>

For more information please email: Lizana Oberholzer ([l.oberholzer@uel.ac.uk](mailto:l.oberholzer@uel.ac.uk))

If you are interested in hosting an IPDA England event do contact Liz ([england@ipda.org.uk](mailto:england@ipda.org.uk)). This is a great opportunity to meet and network with IPDA colleagues. Let us know if you have ideas for events or activities that you would like IPDA England to run. Visit our webpages to find out more:

<http://ipda.org.uk/england/>

## Research on...

### Teacher wellbeing and its implications for professional development

Saturday 6 June 10.00-12.30

Opportunity to join this event hosted on Zoom from 9.45



## International Professional Development Association

# Research on ... Teacher wellbeing and its implications for professional development

Dr Suzanne Culshaw will be the main speaker at the first of a new style of event that IPDA England are hosting. sharing her research on **'What it means to be struggling as a secondary teacher in England'**

A free open research event for everyone researching or interested in teacher wellbeing and professional development

### WHEN

Saturday 6 June 2020  
10.00-12.30

### WHERE

On-line Webinar hosted on Zoom. Join from 9.45

### PRESENTATIONS

Zeynep Ekin, Bilim College, Cankaya, Ankara: **Can teaching quality be maintained as teacher workload increases?**

Jennifer Linsdell, Media & Graphic Design teacher in sixth form college in Birmingham: **Could using Art as a coping mechanism help staff improve their mental health resilience, and if so – how could this be adopted into schools and colleges?**

Zelna Lauwrens & Bonita Ackerman Du Preez, Kids Life Studio: **How teacher mental wellness contributes to building a coaching culture within the classroom**

Amira Abdou, doctoral student, Leicester University school of education : **Teacher motivation to engage in Teacher Professional Learning: Voices from Dubai**

Abstracts and biographies  
<http://ipda.org.uk/england/>

REGISTER FOR JOINING INSTRUCTIONS

<https://www.eventbrite.co.uk/e/research-on-teacher-wellbeing-and-its-implications-for-professional-development-tickets-102782312664?aff=ebdssbonlinesearch>

REGISTER FOR JOINING INSTRUCTIONS

<https://www.eventbrite.com/e/research-on-teacher-wellbeing-and-its-implications-for-professional-development-tickets-102782312664>

Six researchers will be presenting their research and taking questions, finishing with an opportunity for discussion around the whole area.

Colleagues from all phases, primary, secondary and FE are welcome. The morning is designed to be a platform for current research and where ideas can be developed through discussion.

#### Agenda

9.45 Join the event, introduce yourself on the chat feed

10.00 Welcome and introduction

10.15-10.30 Dr Suzanne Culshaw: What it means to be struggling as a secondary teacher in England

10.30-10.45 Zeynep Ekin: Can teaching quality be maintained as teacher workload increases?

10.45-11.00 Jennifer Linsdell: Could using Art as a coping mechanism help staff improve their mental health resilience, and if so – how could this be adopted into schools and colleges?

11.00-11.20 COFFEE break and discussion

11.20-11.35 Zelna Lauwrens & Bonita Ackerman Du Preez: How teacher mental wellness contributes to building a coaching culture within the classroom

11.35-11.50 Amira Abdou: Teacher motivation to engage in Teacher Professional Learning: Voices from Dubai

11.50-12.30 Discussion and Closing Remarks

For more information please email: Liz White ([e.j.white@herts.ac.uk](mailto:e.j.white@herts.ac.uk))

**Visit [www.ipdaengland.org.uk](http://www.ipdaengland.org.uk) to read the abstracts  
and the biographies of the presenters**

## Annual IPDA conference 2020

# IMAGINING THE POST-PROFESSIONAL IDENTITY, ETHICS AND RESPONSE-ABILITY BEYOND PROFESSIONAL STANDARDS

27-28 November 2020 at Aston Conference Centre, Aston University, Birmingham – see key dates for submission and registration on the website.

 International Professional Development Association

Annual International Conference 2020



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

27<sup>th</sup>-28<sup>th</sup> November 2020 • Birmingham  
Conference Aston, Aston University, Aston St, Birmingham, B4 7ET

[www.ipda.org.uk/conference2020](http://www.ipda.org.uk/conference2020)



**“ The friendliest and most supportive of any educational conference I have ever attended. ”**

Keynote speakers and IPDA members from the UK and beyond present and prompt wide discussion around issues that impact professional development. The IPDA conference provides a supportive environment in which people can listen, talk and present their research and ideas, perfect for first time researchers to develop their skills and learn from experienced researchers.

Working with people in contexts patterned by contemporary global challenges that create economic and social inequalities, framed by austerity, forced migration, climate emergency, conflicting values in multicultural societies, and discourses of ‘post truth’ that mistrust ‘expertise’, means that meeting standards is often an inadequate preparation for practitioners to work effectively in front line contexts.

### Key questions for this conference

What does it mean to be professional in the 21st century, and how do we define professionalism?  
What is the role, purpose and limitations of professional standards? Do we need them, and what could we do without them? Whose interests do they serve? What happens differently in contexts where practitioner education is not standards led?  
What might ‘post-standards’ professionalism look like? How do we practice in contexts of uncertainty?  
What is professional knowledge-making like in the post-professional age? Who makes it? Where is it made? Who is it for? What does it do? Where are the tensions?

What are the implications of all these questions for professional identity making? And being and doing in practice spaces?  
Why must we continue to talk about race, class, gender and sexualities in the context of professional identity making?  
What does it mean to practice ethically? To be responsible and response-able in our practice?  
What does all this mean for: students, educators, leaders, policy-makers and communities?

**LOOK OUT FOR LIVE AND VIRTUAL  
#IPDAconversations  
TO PROVOKE DISCUSSION AND DEBATE  
AHEAD OF THE CONFERENCE**

Visit our website for full details of the 2020 international conference and to book your place. Become a member to get discounted rates.

Submit your paper from  
1<sup>st</sup> February - 30<sup>th</sup> May 2020

 International Professional Development Association

 @ipda\_prof\_learn  
[www.ipda.org.uk](http://www.ipda.org.uk)

## #IPDAconversation

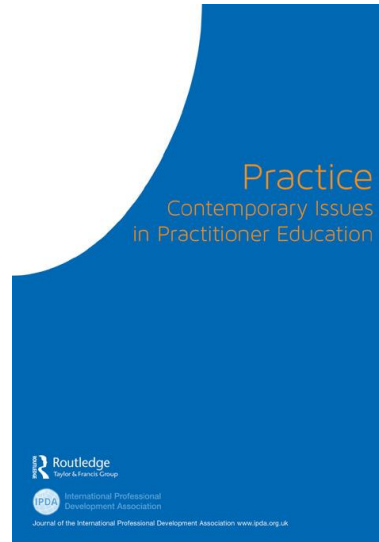
In May there will be a #IPDAconversation on: Imagining the post-professional: Identity, ethics and response-ability beyond professional standards.

Follow us on twitter to find out more.



@EnglandIPDA

## IPDA Journals



Don't forget that our journals are open to contributions.

### **Practice. Contemporary Issues in Practitioner Education**

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

### **Professional Development in Education**

Welcomes contributions including scholarly discussion of new issues, reports of research in particular areas, reports of developments and contributions to debate on continuing professional development. Although the focus of articles in the Journal is likely to be teacher education, contributions are welcomed which discuss the policy and practice of CPD in other professions where the focus of the article is professional learning.

## **Future Events**

Coming in the Autumn: **More information coming in our next bulletin.**

**IPDA England Seminar** at CCCU on The Wellbeing of Early Years Practitioners and Implications for Professional Development