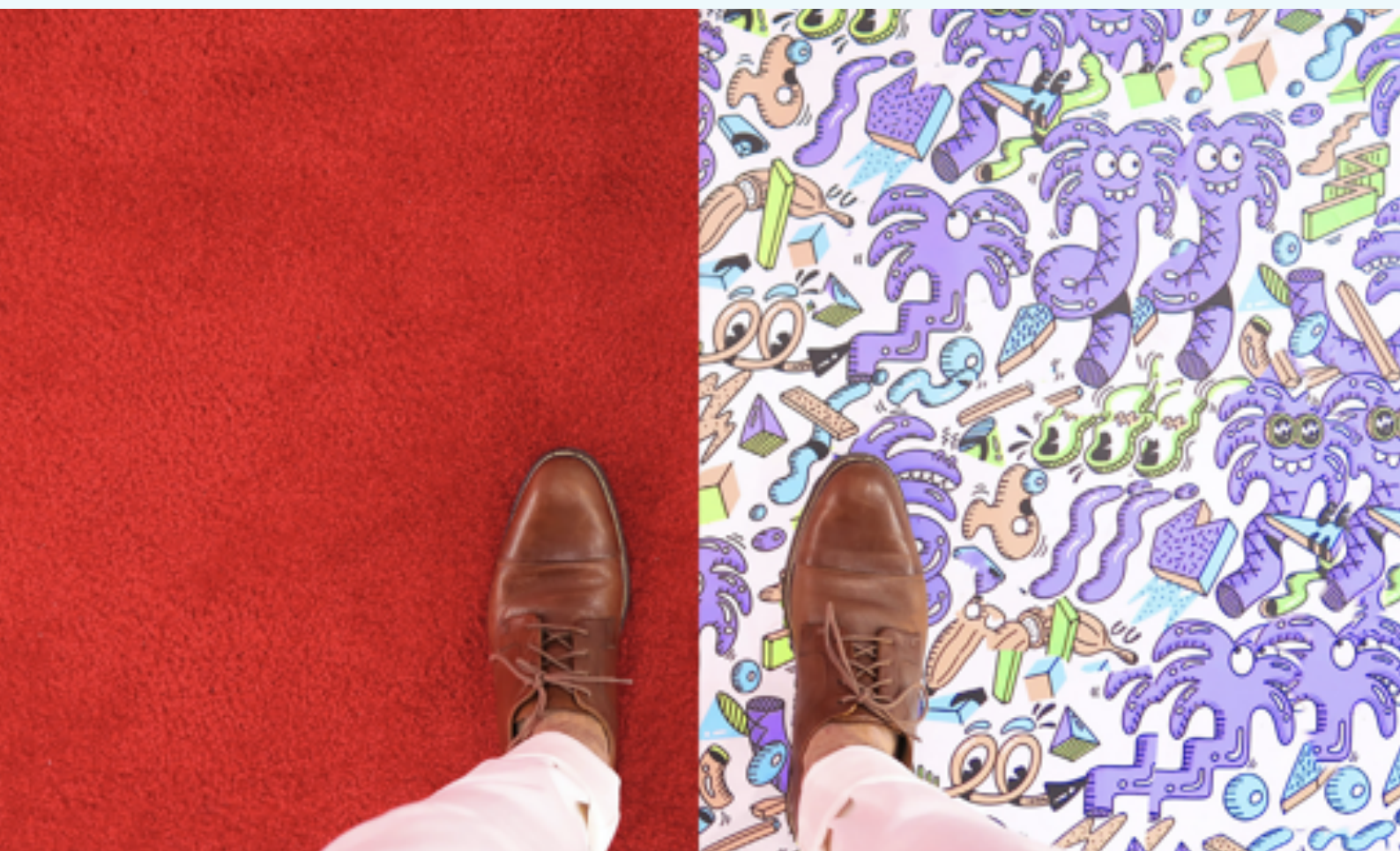




International Professional
Development Association

Annual International
Conference 2019



Harnessing Creativity in Changing Times:

Risk, resilience and professional learning

29–30 November 2019 • Birmingham

Conference Aston, Aston University, Aston St, Birmingham, B4 7ET

Conference Programme

Friday 29 November 2019

0830 – 0915	Registration										
0915 – 0930	<p>Welcome by the IPDA Chair (Conference Room 1) Prof Alex Kendall</p> <p>Introduction to Poet in Residence Dr Kate Carruthers Thomas</p>										
0930 – 1015	<p>Keynote – Crossing the borders of university and community partnerships: Arts practice and the opening up of a potential space for co-production (Conference Room 1) Prof Kate Pahl, Manchester Metropolitan University</p>										
1015 – 1100	Keynote discussion and questions										
1100 – 1115	Tea/coffee break										
1115 – 1210	Parallel session 1 – Workshops (see page 4)										
1215 – 1315	Parallel session 2 – Individual Presentations (see page 5)										
1315 – 1415	Lunch										
1415 – 1445	<p>Round tables (see abstract compendium for details of each round table discussion)</p> <table> <tr> <td>2 Kelly Brookes et al</td><td>61 Dave Johnston and Alexandra Beauchamp</td></tr> <tr> <td>4 Rachael Byrne</td><td>47 Sophie Hadaway</td></tr> <tr> <td>19 Emmajane Milton and Dr Caroline Daly</td><td>41 Bernadette Ratcliffe</td></tr> <tr> <td>25 Helen Holder</td><td>31 Stuart Mitchell et al</td></tr> <tr> <td>38 Suzie Dick</td><td></td></tr> </table>	2 Kelly Brookes et al	61 Dave Johnston and Alexandra Beauchamp	4 Rachael Byrne	47 Sophie Hadaway	19 Emmajane Milton and Dr Caroline Daly	41 Bernadette Ratcliffe	25 Helen Holder	31 Stuart Mitchell et al	38 Suzie Dick	
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25 Helen Holder	31 Stuart Mitchell et al										
38 Suzie Dick											
1445 – 1545	Parallel Session 3 – Symposia (see page 6)										
1545 – 1615	Tea/coffee break										
1615 – 1715	Panel Discussions, sponsored by PRACTICE: Contemporary Issues in Practitioner Education (see page 6)										
1715 – 1800	AGM (Conference Room 1)										
1900 – 1930	<p>Welcome Drinks Book Launch, Black Women's Experiences of NHS Work-based Learning: An Ethnodrama Dr Peggy Warren</p>										
1930	Conference Dinner and Poetry Performance Mystery Activity!!										
All Day	Posters										

Parallel Sessions

Session 1: 11.15 to 12.10 (Workshops)

Creative Professional Learning (Conference Room 1)	Researching Creatively (Conference Room 3)	Challenging Orthodoxies (Room 132)	Challenging Orthodoxies (Room 134)	Thinking Otherwise (Room 139)	Creative Professional Learning and Development (Room 141)
37 Workshop Developing creative habits of mind. Nia Richards Sophie Hadaway	52 Workshop Case-Making - a creative approach to developing student voice, agency and professional learning in Higher Education. Emmajane Milton Dr Alex Morgan	60 Paper A study of the social organisation of knowledge in a Conductive Education Centre in Birmingham. Dr Carolyn Blackburn	62 Paper Educational consultancy, teacher agency and displaced professionalism Dr Stephen Griffin	23 Workshop Living Theory research: enhancing the quality and effectiveness of Professional Development and learning of Educational-Practitioners working across ages, stages and contexts. Dr Marie Huxtable Dr Jack Whitehead	58 Paper Distancing when undertaking visual auto-ethnographical inquiry: three devices. David Collins
					33 Paper Agency and Accountability: the conflict of a free reign and performance. Ed Podesta Dr Leigh Hoath

Turnaround time between parallel sessions is 5 minutes

Parallel Sessions

Session 2: 12.15 to 13.15 (Individual Presentations)

Creative Professional Learning (Conference Room 1)	Researching Creatively (Conference Room 3)	Creative Professional Learning and Development (Room 132)	Challenging Orthodoxies (Room 134)	Thinking Otherwise (Room 139)	Creative Professional Learning and Development (Room 141)
20 Paper Creative Postgraduate Pedagogy for Personal and Professional Learning: Risks and Rewards. Dr Judy Durrant	6 Paper Professional learning from creative, collaborative, community research. Mary-Rose Puttick Bally Kaur	33 Paper Agency and Accountability: the conflict of a free reign and performance. Ed Podesta Dr Leigh Hoath	51 Paper Collaboration - the ubiquitous panacea for challenges in education. Paul Campbell	3 Paper Practice knowledge and teacher mentoring: what can realism teach us about professional learning? Prof Mike Coldwell Dr Richard Pountney	59 Paper A small-island developing-state lens on teacher professional development and learning. Aminath Shiyama
27 Paper Simulation technologies: what do they have to offer a creative Initial Teacher Education curriculum? Jordan Allers Kelly Wegener	46 Paper Professionalism and Accreditation in the Daycare Sector in Ireland. Dr Barbara McConnell Dr Glenda Walsh	29 Paper Giving up and Getting Lost in Hanoi: playing with creative research methods in transnational contexts. Prof Kendall et al	50 Paper Researching professional development through the lens of identity (re-)formation: Addressing the field's prevalent conceptual and methodological weaknesses. Prof Linda Evans	26 Paper Balancing insider-outsider positioning in near-to-practice research. Prof Jaswinder Dhillon	35 Paper The zip analogy: a creative approach to the professional development of Paramedic Practice Educators. Dr Vince Clarke

Parallel Sessions

Session 3: 14.45 to 15.45 (Symposia)

Creative Professional Learning (Conference Room 1)	Researching Creatively (Conference Room 3)	Challenging Orthodoxies (Room 134)	Thinking Otherwise (Room 139)
7 Paper Action, Change, and Co-teaching: Professional Relationships and Professional Learning when Teacher Teach Together. Dr Ciara Uí Chonduibh	14 Paper The professional roles and knowledges of professional development leaders: an analytical model. Prof Mark Boylan Dr Emily Perry	16 Paper Transforming pedagogical practice, perceptions and relationships through collaborative observation between academic staff and students Prof Matt O'Leary Dr Vanessa Cui Ilana Pressick Nathalie Turville Steph Reynolds Lee Roberts Nick White	54 Paper The PGR Mental Health Emergency: some early research and flashes of insight using Rhythmanalysis. Dr Tony Armstrong Dr Alex Wade Dr Fadia Dakka

Panel Discussions, sponsored by PRACTICE

16.15 to 17.15 (Contemporary Issues in Practitioner Education)

Panel 1 (Conference Room 1)	Panel 2 (Room 141)
Mental Health and Professional Education Prof Jonathan Glazzard, Leeds Beckett University Dr Jonathan Gadsby, Birmingham City University Chair: Prof Alex Kendall	Practitioner Education in Global Contexts Dr Balwant Singh, Partap College of Education, Ludhiana, Punjab India Paul Campbell, University of Glasgow/ESF Sha Tin Junior School, Hong Kong Chair: Prof Hazel Bryan

Conference Programme

Saturday 30 November 2019

0830 – 0900	Registration
0900 – 0915	Reflections on IPDA 2019 and Introduction to Day 2 (Conference Room 1) Prof Anne Looney, New President of IPDA
0915 – 1000	Keynote – 'Going Forward' by 'Feeling Backward': making negativity a core professional value (Conference Room 1) Dr Cath Lambert, University of Warwick
1000 – 1045	Keynote discussion and questions
1045 – 1115	Tea/coffee break
1115 – 1215	Parallel session 4 (see page 8)
1230 – 1330	Parallel session 5 (see page 9)
1330 – 1345	Plenary and close of conference
1345 – 1430	Lunch

Parallel Sessions

Session 4: 11.15 to 12.15

Creative Professional Learning (Conference Room 1)	Researching Creatively (Conference Room 3)	Creative Professional Learning (Room 132)	Connecting Curriculum (Room 134)	Thinking Otherwise (Room 139)	Thinking Otherwise (Room 141)
21 Paper Title Living Theory research: Making a difference that matters to Educational Learning and Continual Professional Development. Dr Marie Huxtable	44 Paper Thinking outside the classroom: Professional development that nurtures the whole teacher Trina E Emler Terri Broce	30 Paper Practitioner Educators experiences of their professional learning in Vietnamese HE contexts Prof Alex Kendall et al	5 Paper How does the Ed D influence Professional Discourse and Workplace Practices? Dr Rose Dolan	9 Paper A critical evaluation of the research methods used by Ofsted for the Inspection Framework 2019. Caroline Worthy	49 Paper Using Rhythmanalysis as a framework for Equine Methodology. Joanne Thomas Dr Tony Armstrong
56 Paper Exploring a model of creative professional learning to sustain inclusive practice in changing times. Dr Fiona King Dr Aoife Brennan	63 Paper It's not always about how well you teach, but 'who you are': Can student evaluations ever deliver a fair assessment of academic labour in higher education? Dr Amanda French		24 Paper Connecting curriculum development, creativity and professional learning through Living Theory research. Dr Jack Whitehead	53/28/36 Lightning talks (see abstracts for details) Victoria Birmingham Georgina Garbett Suzie Dick (see abstracts for details)	45 Paper 'So, what are we looking at here'? Using Imagery in the Classroom to Illuminate Research Concepts. Louise McKnight

Turnaround time between parallel sessions is 15 minutes

Parallel Sessions

Session 5: 12.30 to 13.30

Creative Professional Learning (Conference Room 1)	Researching Creatively (Conference Room 3)	Professional Change and Resilience (Room 132)	Connecting Curriculum (Room 134)	Meet the IPDA Editors (Room 139)	Thinking Otherwise (Room 141)
13 Paper Becoming a teacher: helping student teachers managing their own professional learning through reflective practice. Dr Martin Hagan	10 Paper Kill not creativity but constraints.... to save the human ecology Vijay Kumar Dr Sachit Vardhan	8 Paper Reflections: using grounded theory methodology to research attitudes to assessing literacy across the curriculum. Suzie Dick	34 Paper Teachers' professional learning in response to changing curriculum and assessment in England. Laura Molway	Meet the Editors Join the editors of PDiE and Practice to explore opportunities to contribute to the work of the IPDA journals	67 Paper Becoming an Excellent Teacher: Role of creativity in Professional Learning. Dr Manpreet Kaur Dr Balwant Singh
15 Paper Dialectic Tensions and Loose Coupling in Post-Primary Professional Development: The Case of TL21. Dr Anthony Malone	64 Paper Challenging orthodoxies/ taking risks: new imaginings in practitioner teaching and learning? Dr Amanda French	48 Paper Waiting for the Event: A Case Study of Primary Teachers' Professional Identities and the Impacts that they have.' Nathan Douglas	42 Paper Curriculum materials as mediators in professional learning: The role of schemes of work in a national Primary Linguistics programme. Prof Mike Coldwell Dr Nicholas Moore Dr Emily Perry		18 Paper For the love of students! Implications for professional learning in higher education - challenging orthodoxies and re-imagining student experience. Emmajane Milton Judith Penikett Dr Chris North Erin Simpson Greg Spencer

IPDA Fellow Awards 2018



Dr Caroline Daly

Dr Caroline Daly has been, and is, an outstanding role model. She is committed to encouraging a focus on professional learning and development in all her colleagues and in turn their students, wider school contexts and the broader education sector.

Caroline is a Reader in Education at the Institute of Education, University College London where her leadership roles have included being Director of IOE's Education Masters degrees and Co-Director of Initial Teacher Training. She is an elected member of the UCET Executive Committee and has been a keynote speaker in their Annual Conference. Caroline has an accomplished research and income generation profile and presents regularly at National and International conferences on a variety of aspects of teacher education and professional learning.

In 2014, Caroline became an Honorary Visiting Professor at Cardiff University and Co-Director of the Masters in Educational Practice (MEP) in Wales. In this role Caroline has exemplified exceptional leadership of and collaboration with others to develop and deliver a high quality and innovative programme, provided by four university 'alliance' partners, which has garnered considerable interest internationally. Her role demanded considerable skills of negotiation, brokering productive relationships among various parties to ensure the programme harnessed the individual experience and strengths of each stakeholder, whilst building a common vision of critical and research-informed masters-level professional learning and development for school teachers.

The success of the MEP owes a huge amount to Caroline's outstanding skills in relationship-building and collaborative working - consequently she has had a significant impact on the professional learning of over 1300 teachers' and their schools across the Principality of Wales.



Dr Aileen Kennedy

Dr. Aileen Kennedy is a Senior Lecturer at the Moray House School of Education, University of Edinburgh. She began her education career as a primary school teacher, moving to the role of Professional Officer with the General Teaching Council for Scotland before entering academia and spending 15 years working at the University of Strathclyde in Glasgow. She joined the University of Edinburgh in 2015. Aileen has had a lifelong interest, in and commitment to, teachers as learners, and this shapes her teaching and research interests. She has engaged in significant conceptual work with the aim of helping education stakeholders to understand better how teachers learn and how policies support or inhibit teacher learning. This work has led to the development of postgraduate courses for teacher mentors in both the universities of Strathclyde and Edinburgh. She is currently Programme Director for an innovative new Masters-level ITE programme, the MSc Transformative Learning and Teaching, which supports teachers to adopt activist dispositions towards their work, challenging existing structures and habits through providing a transition qualification which spans primary and secondary. Aileen has been a member of many national working group developing or revising teacher education/learning policies in Scotland, and has worked in and advisory capacity with organisations beyond Scotland. In 2008 she spent some time as an ESRC fellow with Scottish Government and her Majesty's Inspectorate focusing on the bringing together teacher professional learning research and policy. She has been an Associate Editor of PDiE since 2011, is a member of the UK & Irish 'Teacher Education Group'. Aileen was the Scottish lead on a recent Erasmus+ project looking at

professional learning in university schools, and is currently lead PI for a 6-year Scottish Government funded study entitled 'Measuring Quality in Initial Teacher Education' (MQulTE) which will follow a cohort of 2018 graduates through the first five years of their careers.

The impact of her work is also to be seen in the number of citations and downloads related to her articles on professional learning; indicating the influence of her work on an international scale. Her 2005 article on 'Models of continuing professional development: a framework for analysis' along with her 2011 article 'Understanding continuing professional development: the need for theory to impact on policy and practice' are the top two most cited articles in the highly regarded PDiE journal.

Aileen's service to IPDA can be seen in her publications in the official journal of the IPDA association, *Professional Development in Education*, and in her attendance at several IPDA conferences over the years including her keynote in 2014 on 'Informing, Transforming and Embedding: Mobilising the literature to impact on policy and practice'.

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