

IPDA International  
**Virtual** Conference 2020



International Professional  
Development Association

## CONFERENCE PROGRAMME

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

Open the IPDA 2020 home page

<https://ipda.org.uk/welcome-to-ipda-2020/>



27<sup>th</sup>-28<sup>th</sup> November 2020



#IPDA2020

Day 2 Saturday 28<sup>th</sup> November 2020

# Welcome and introduction

## In the Main Room

### In this session:

9.30	Pre-event activity <i>Poster presentation breakout room/Quick firing rounds/Social</i>
10.00	Conference welcome <i>Prof Hazel Bryan</i>
10.15	Presidential Address <i>Prof Anne Looney</i>



**Prof Anne Looney** is the Executive Dean of the Institute of Education at Dublin City University. A graduate of the Mater Dei Institute in Dublin, and the Institute of Education in London where she completed her doctoral studies, Anne taught in a post-primary school for 14 years before joining the National Council for Curriculum and Assessment. In 2001 she was appointed Chief Executive. She led the NCCA until 2016 when she moved to the Higher Education Authority as interim Chief Executive. Anne joined Dublin City University as Executive Dean in March 2017. She spent 12 months as a professorial research fellow at the Institute for Learning Sciences and Teacher Education at ACU in Brisbane in 2014/15.

Anne has published on curriculum and assessment, school culture and ethos, the reform of education systems and religious and moral education.



### Conference Awards

Winners receive an ebook

#### Day 1 Awards sponsored by Routledge

- Randomly selected user of #IPDA2020
- Most retweeted tweet
- Most poetic/profound tweet

#### Day 2 Awards sponsored by Critical Publishing

- Randomly selected winner from new members list
- Most jazzy outfit or background
- Most attended session



Follow Anne  
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Day 2 Saturday 28<sup>th</sup> November 2020

## Keynote 3

In the Main Room



Dr Vince Clarke

University of Hertfordshire

### In this session:

10.30	Introduction <i>Paul Campbell</i>
10.35	Keynote Presentation
10.45	Discussion <i>Chair: Paul Campbell</i>

# Professional Standards in Paramedic Practice-based Learning: The role of the Practice Educator

## Abstract

An exploration of the challenges faced by United Kingdom Paramedic Practice Educators in relation to the achievement and maintenance of professional standards by learners.

The requirement for student paramedics to be supported during practice placements by an appropriately qualified Paramedic Practice Educator is laid down by the UK regulator for paramedics, the Health & Care Professions Council (HCPC); the professional body, the College of Paramedics; and the National Health Service, all of whom publish 'professional standards', in one form or another, for both paramedics and students.

These professional standards include both straightforward clinical assessment and intervention skills as well as the sometimes less tangible aspects of 'professionalism' expected of a registered paramedic. In a society where there are varied considerations of what is, and what is not, 'professional' behaviour, the Practice Educator is required to offer appropriate support and direction to their students, while operating in a community of practice where not all professional standards can be expected to be met at all times.

This presentation will explore some of these challenges and draws from experiences of educating both paramedic students and Paramedic Practice Educators.

## Biography

Vince currently works at the University of Hertfordshire, UK, where he has been employed since 2016. He joined the London Ambulance Service in 1996, qualified as paramedic in 1998 and entered the Education and Development Department in 2001. He worked as part of the Higher Education team and developed in-house paramedic programmes as well as working closely with higher education partner institutions.

A Health & Care Professions Council partner since 2006, Vince has been involved in the regulatory approval of a wide range of paramedic educational programmes across the United Kingdom as well as assessing Continuing Professional Development submissions and sitting on Conduct and Competence Fitness to Practise panel hearings.

Vince is currently Trustee Official for Education for the College of Paramedics, the UK's professional body for paramedics, having previously held the position of Head of Endorsements. He maintains clinical currency and works for the London Ambulance Service as a Bank Paramedic. Vince also works as an independent paramedic expert witness for the Court and prepares reports on breach of duty for both claimants and defendants.

Vince's Professional Doctorate in Education focused on the theory-practice relationship in paramedic undergraduate education. This work has informed the development of university accredited ambulance service paramedic Practice Educator courses and forms the basis for the College of Paramedics approach to practice-based learning.



## Day 2 Saturday 28<sup>th</sup> November 2020

# Break/Breakout activities

11.00-11.10

During break times, delegates are able to visit a range of virtual spaces to engage with different activities. You can select to visit the poster presentations, lightning rounds, the artist in residence, or the poet in residence as well as the publishers supporting our events during the conference. You simply need to click on the Break Time Breakout room link, and select which room you would like to visit. These breakout rooms will be available to you throughout the conference, and we hope that you enjoy visiting the range of different additional opportunities to network and share practice.

<b>Poster Presentations</b> <i>Moderator:</i> <i>Lizana Oberholzer</i>	From competition to collaboration: the shift to collaborative professional learning (CPL) in primary schools in South-east Wales <b>Lisa Taylor</b>	A framework for exploring identities in initial teacher education, or other professional learning contexts <b>Fay Glendenning</b>	Working Together: FE Teachers' experiences of using Joint Practice Development as a model of collaborative enquiry and professional learning <b>Joyce I-Hui Chen</b>	Teacher Professional Standards and 'Support Plans' <b>Susan Timmins</b>	
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<b>Artists Breakout Room</b>	Artist <b>Penny Mendonca</b>	Poet <b>David Pitt</b>			
<b>Social Room</b>	Coffee room				

Day 2 Saturday 28<sup>th</sup> November 2020

## Keynote 4

In the Main Room



Prof Eline Vanassche

University of Leuven

### In this session:

11.10	Introduction <i>Dr Fiona King</i>
11.15	Keynote Presentation
11.50	Discussion <i>Chair: Dr Fiona King</i>

# Success or failure in teacher education: Moving beyond standards and the idea of (in)competent individual teacher educators

## Abstract

Teacher educators are no longer the under-researched group they once were. Research on this occupational group is proliferating, as are the initiatives to support their induction and ongoing professional development. While this interest in teacher educators' professionalism is encouraging, the specific language which researchers and policy-makers alike use to talk about that professionalism is also disturbing. Increasingly, professional standards in different national locations are becoming the language of teacher educator professionalism, following the model of teacher standards. In this presentation, I will argue that the language of professional standards not merely describes the professionalism it speaks to, but also shapes and creates it. Standards think and talk about professionalism as a quality that individual teacher educators acquire, possess, and perform. Drawing on recent research, I will argue that such an individualist discourse is not enough to explain 'success' or 'failure' in teacher education, and propose a different way to think and talk about teacher educator professionalism. This alternative language not only provides a better fit to the complex, relational and situated nature of teacher education practice, but also holds promise for (future research on) the professional development of teacher educators.

## Biography

Professor Eline Vanassche (PhD in Education) is a tenure track professor at the University of Leuven, Campus Kulak. She is a former Marie Skłodowska-Curie fellow at the University of East London and assistant professor at Maastricht University. She was awarded her PhD in Education from the University of Leuven in 2014. Her research interest includes the nature of teacher educators' professionalism and its development throughout their careers. She has a particular interest in the interaction between teacher educators and the social and structural contexts of their work. Her more recent work turns to positioning theory and frame analysis to understand what a teacher educator 'may do and not do' in the complex relationships with trainees and school-based mentors.

## Day 2 Saturday 28<sup>th</sup> November 2020

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12.00-12.10

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## Parallel Sessions 3

12.15-13.30

<p><b>ROOM 1</b> Connecting curriculum development, creativity and professional learning</p>	<p>Disrupting the teacher PD agenda, being creative during a pandemic <b>Janet Fairman, David Smith</b></p>	<p>Exploring Narrative and Creative-Relational Inquiry processes to uncover hidden discourses in education <b>Roisin O'Donohoe</b></p>	<p>Organisational Climate – Hammer to break the dogma <b>Vijay Kumar</b></p>	<p>Leaning In and Leaning On: Ethical, Emotional Spaces for Practitioner Professional Learning <b>Victoria Wasner</b></p>	<p>Plenary <b>Hazel Bryan</b></p>
<p><b>ROOM 2</b> Professional change and resilience</p>	<p>'Primary School Teachers in the 2020s: Neoliberal Influences on Teacher Professional Identity in a Dynamic Educational Climate' <b>Nathan Douglas</b></p>	<p>Teaching in a post-pandemic world: narrative accounts of newly qualified teachers in Scotland, Hong Kong and England <b>Giuliana Ferri, Paul Campbell, Catriona Oates</b></p>	<p>'The goal posts shift all the time'. The role of school networks in enhancing professional development and wellbeing of members <b>Ruth Bourke</b></p>	<p>Building teacher resilience: the role of teacher- student relationship <b>Manpreet Kaur</b></p>	<p>Plenary <b>Paul Campbell</b></p>
<p><b>ROOM 3</b> Creative professional learning and development</p>	<p>Professional Identity and Professionalism: Living-Educational-Theory research as a vehicle to support Professional Development in Physiotherapy Educational Practice <b>Jayne Coleman</b></p>	<p>A critical evaluation of how the use of mentoring, coaching and positive psychology can develop leadership capacity within a Special Education Needs School <b>Lizana Oberholzer, Matt Silver</b></p>	<p>Co-designing professional learning for mentoring: Supporting change and developing agency <b>Linda Davidge-Smith, Catherine Jones, Sarah Cook, Rhian Evans, Rachel Ford, Ceri Johnson, Nicola Rees</b></p>	<p>Discussion led by Chair CANTERBURY</p>	<p>Plenary <b>Alex Kendall</b></p>
<p><b>ROOM 4</b> Thinking otherwise about method and methodology in near-to-practice research</p>	<p>Can simulation technologies be used to develop creative professional learning in Initial Teacher Education <b>Kelly Wegener, Jordan Allers</b></p>	<p>Not a proper mathematician, like those with a mathematics degree: 'Subject switchers' negotiating identities as beginning teachers of mathematics <b>Fay Glendenning</b></p>	<p>School leadership, motherhood and progression to secondary school headship <b>Simone Facey Holst</b></p>	<p>Building research literacy as the foundation for transformed initial teacher education: a case study of teacher educators in Wales <b>Caroline Daly</b></p>	<p>Plenary <b>David Johnston</b></p>

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## Parallel Sessions 3

12.15-13.30

<p><b>ROOM 5</b>  <b>Challenging orthodoxies/taking risks : new imaginings in practitioner teaching and learning</b></p>	<p>Reimagining the support for Newly Qualified Teachers (NQTs) in a Post-Lockdown Education Landscape. A critical investigation of how we practice in a context of uncertainty and challenge as teacher educators  <b>Lizana Oberholzer, Sean Doyle</b></p>	<p>"Why isn't there anyone listening to me?" Developing culturally responsive practices for migrant students in Irish post-primary schools  <b>David Larkin</b></p>	<p>Coaching and Mentoring Leaders and Future Leaders to cope and learn from Dilemmas in Turbulent Times: Lesson to learn for future development  <b>John Macklin, Lizana Oberholzer</b></p>	<p>Reimagining Teacher Training Support Post – Covid-19  <b>Derek Boyle, Lizana Oberholzer</b></p>	<p>Plenary  <b>Pauline Smith</b></p>
<p><b>ROOM 6</b>  <b>Symposium: Professional change and resilience</b>  <i>Working towards new imaginings of ITE provision in Wales - the centrality of research in the Cardiff Partnership</i></p>	<p><b>Ceri Pugh</b></p>	<p><b>Judith Kneen</b></p>	<p><b>Alex Morgan</b></p>	<p><b>Anna Bryant, Emmajane Milton</b></p>	<p>Plenary  <b>Stuart Mitchell</b></p>
<p><b>ROOM 7</b>  <b>Post-professional Identities, ethics and response-ability beyond professional standards</b></p>	<p><b>Jack Whitehead</b></p>	<p><b>Joy Mounter</b></p>	<p><b>Marie Huxtable</b></p>	<p><b>Jayne Coleman</b></p>	<p>Plenary  <b>Marie Huxtable</b></p>



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## Lunch/Breakout activities

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<b>Social Room</b>	Coffee room				

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## Keynote 5

In the Main Room



Dr Jo Finch

University of East London

### In this session:

13.45	Introduction <i>Prof Ken Jones</i>
13.50	Keynote Presentation
14.40	Discussion <i>Chair: Prof Ken Jones</i>

# Challenges, Candour and Courageous Conversation - Supporting Struggling Students on Placement

## Abstract

There is a growing international and multi-disciplinary body of research that explores the impact on practice educators (supervisors/ mentors) when working with pre-qualifying students who are failing their placements (Finch and Taylor, 2013, Finch, 2017). The research reveals that the experience of working with a failing student can be intensely emotionally distressing (Gizara and Forest, 2004; Bogo et al, 2007; Finch, 2017) for both assessors and university tutors, as well as the student. Concerns have been raised that there is perhaps a reluctance by assessors to fail students on placements, that they may be given the “benefit of the doubt” and that the emotional distress experienced by practice educators may impact adversely on the assessment process, to the extent that some students may be passed inappropriately. The term “failure to fail” has therefore been used in some professional contexts, i.e. nursing, but this does not help us understand the psychological processes that may be at play and the evidence on which this assertion is based is weak.

This presentation focuses on social work education, and considers the challenges, both practical and emotional that arise for practice educators when working with a student who appears to be struggling and may be at risk of failing the placement. The presentation thus explores the possible consequences of this intense emotional climate and considers the extent to which projective identification may be a useful theoretical construct to explain such intense emotion and a possible adverse effect on the assessment process. I argue for the need for candour as well as engaging

in “courageous conversations” with all students, but particularly so for those at risk of failing the practicum. The presentation also considers practical strategies for assisting struggling students on placement, whilst maintaining appropriate professional standards and rigorous assessment.

## Biography

Dr Jo Finch is Reader in Social Work and Deputy Director of the Centre of Social Work Research at the University of East London. Jo is also Programme Director of the Professional Doctorate in Social work. Jo has been a social work educator for over 18 years and has previously led undergraduate and post graduate social work qualifying programmes. Jo has a long-standing research interest in the issues raised by struggling and failing students in practice placements, originally exploring why practice educators found it difficult to fail social work students, as part of a Professional in Doctorate Social Work (2010). Jo has since developed this work further, has published widely in this area and is the author of “Supporting Struggling Students on Placement: A Practical Guide” (2017, Policy Press). Jo is also a co-author of “SHARE: A New Model for Social Work (2018, Kirwin Maclean Associates). Jo also has research interests in widening participation, practice-near research methodologies and is currently writing and researching the issue of social work practice and radicalisation.

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## Closing

In the Main Room

### In this session:

14.50	Plenary <i>Prof Hazel Bryan, David Pitt (poet)</i>
15.10	Annual General Meeting

## SAVE THE DATE

26<sup>th</sup>-27<sup>th</sup> November 2021

IPDA International Conference 2021



## Marginalised voices in contemporary times: addressing inequities through professional learning and education

## REGIONAL EVENTS

Your IPDA Associations hold regular events, workshops and webinars, many of which are open to all IPDA members. Please check the [online events calendar](#) for forthcoming events, and follow your associations on Twitter for updates.



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