



## CONFERENCE ABSTRACTS

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

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



#IPDA2021

# Pre-Conference: Postgraduate and Doctoral Event

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## Towards Better Support for High-Functioning Autistic Learners in a Mainstream Sixth Form Classroom

**Hopp, Sarah**

*University of Glasgow*

*Disability in professional learning and practitioner education*

A Dissertation that has emerged from the personal professional experiences of the Head of Additional Learning Support and Inclusion at a London Sixth Form College, the study considers the ways in which support for 16 to 19 year-old autistic learners who are deemed as high functioning might be improved. Analysing current educational policy and legislation using Martha Nussbaum's version of the Capabilities Approach as an analytical lens, I argue that an education system based on a commodified, meritocratic, standardised, and neoliberal understanding of success has had a detrimental impact on both the flourishing and working relationships of high-functioning autistic learners and their teachers in the classroom. I contend that this type of education system focuses on employability skills using narrow understandings of human flourishing and what it means to be human. I suggest that Nussbaum's Capabilities Approach offers an alternative value system based on the recognition of human dignity and a broader and deeper understanding of what it means to be human by acknowledging and embracing different ways of thinking and being. I then discuss the difficulties high-functioning autistic learners encounter with social communication and functioning and feeling misunderstood which, I argue, are compounded by the pressures caused by the current meritocratic commodified education system. Additionally, and following Nussbaum's work on emotions, I argue that key to the improvement of the understanding and support of high-functioning autistic learners in the classroom is a dialogical, empathetic, and compassionate working relationship between the teacher and the learner, both of whom are on a mutual learning journey. I then discuss how this relationship can be enhanced with the values of Nussbaum's Capabilities Approach practically implemented using Armstrong's Positive Niche Construction. I contend, in my conclusion, that this approach to education will benefit not only high functioning autistic learners but all learners.

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## Black Lives Matter, matters: A response from an active ally

**Dowling, Mikeala**

*Birmingham City University*

This paper is a thought and opinion piece based upon the conference strand relating to the movement Black Lives Matter (UK). This paper will explore how Black Lives Matter (UK) could support: the crucial and critical changes needed in the areas of UK education/curriculum (with emphasis on the GCSE history content); the abolition of institutionalised racism in the NHS (despite the number of BIPOC individuals who strive tirelessly to keep it alive) and the systemic racism which remains in current British justice system (in relation to the abhorrent ramifications of police force and brutality on the black community). Whilst considering the extent of how much needs to be discussed and changed, for the purpose of this presentation, there will be three specific mentions, one of each within the three key areas.

This paper will consider the current role of Black Lives Matter, after the disintegration of their final summer peaceful protests as the police and far right none allies closed their opportunities to deliver key social equality messages. It could be argued that this was deliberate as members of parliament; including the Prime Minister and Home Secretary; commented on the behaviours of some protesters and inappropriate historical statues rather than what was at the heart of this cause. Rather than seek to support the mentionables of social change, health care recourse and a consideration of the renewal of both the education system and the police; it appeared on both accounts that Black Lives Matter was becoming something of an irritation and suggested imitation:

“Those who argue that Black Lives Matter protesters are jumping on an American bandwagon wilfully miss the point” Karam (2020)

The push to comment on this strand was so strong, and if members of academia can even consider these discretions and work tenaciously to ensure it begins to increase the BIPOC specific percentage, perhaps in the future it won't be an ally who has to write this paper. It can be because black lives matter, BIPOC lives matter and they will have the equality and access to a PhD or Doctor of Education, and will be creating their own abstracts, considering their own strands and feel completely confident in doing so. This is why Black Lives Matter, matters and I urge you to become an ally for all of the BIPOC people, past, now and future.

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## Beyond a sink or swim discourse: The mentoring role of professional experience co-ordinators in transitioning pre-service teachers into the profession through a pedagogy of discomfort

**Hay, Iain**

*Macquarie University, Sydney, Australia*

How do we support our Pre-service Teachers (PST) in their journey into the profession? How do we make sure that we are setting up the Pre-service Teachers to succeed on their placement and transitioning into the profession? The Professional Experience Coordinator has a significant mentoring role to play in supporting this transition. Learnings from a school/university partnership over the past four years and learning along the way on what is effective in supporting these students. This includes an initial induction visit to connect the PSTs prior to their placement. We have found that this allows for opportunities for PSTs to familiarise themselves with the school context, identify their strengths and areas for further development. The Professional Experience Coordinator facilitates this initial session and then maps the areas for further development by utilising experienced teachers across the school, to provide mentoring sessions each week whilst they are on placement to address those areas through collegial discussion and sharing of knowledge. This approach moves beyond an expert versus novice model of mentoring as the PSTs also contribute their knowledge and strengths during these collegial discussions. Supervising Teachers are also supported to examine what the Australian Professional Standards for Teachers and unpack expectations in relation to graduate-teacher to proficient stage standards. The Supervising Teachers also began to engage with proficient levels to help prepare them for the transition to the profession. This research provides real examples of how this works in practice and argues how this approach has led to successful employment of the PSTs within a primary school, as well as other schools, including rural and remote contexts.

# IPDA International Conference

Abstracts appear in running order

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## Teaching About, To and For diversity: exploring a new pedagogy of teacher education and learning

**Ryan, Mary**

*Macquarie University, Sydney, Australia*

Teachers and graduate teachers around the world report a lack of confidence about teaching diverse groups of children in their classrooms. Achievement data show that while the majority of students are performing well, the same diverse groups of children consistently remain at risk, suggesting that this remains a challenging area for teachers to address. This presentation draws upon a growing body of research which shows that understandings and claims about knowledge and knowing can influence teaching decisions and practices across a broad range of educational contexts. Using a lens of epistemic reflexivity that questions how and why pedagogical decisions are made and enacted in context, I will interrogate how we teach about, to and for diversity in teacher education. Drawing on our findings from social labs with teacher educators and teachers, case studies and a national survey with teacher educators and a systematic literature review, I will argue that taking an epistemic reflexivity stance can enable teachers and teacher educators to teach for diversity. This more nuanced understanding of teaching diversity as a tripartite of about/to/for offers a way to interrogate professional practice and focus professional learning on the why of pedagogical practice.

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## Using Living Educational Theory Research to Address Inequities Through Professional Learning and Education: Amplifying marginalised voices in contemporary times.

**Whitehead, Jack**

**The role of human experiences, identities, and culture in professional learning and practitioner education**

Focus – see title. The marginalised voices are those of practitioner-researchers who find that their national educational research associations prioritise the publications of education research rather than educational research. Education research is research carried out within the conceptual frameworks and methods of validity of forms and fields of education research such as the philosophy, psychology, sociology, history, politics, economics and management of education. Educational research is research that generates valid, evidence-based explanations for the educational influences in the learning of the practitioner-researcher, of others and of the social formations in which the practice is located. These marginalised voices are amplified by making public the living-educational-theories of individual practitioner-researchers. Originality The originality of this research is in establishing the academic legitimacy of using the unique constellations of the values of practitioner-researchers, as the explanatory principles in explanations of educational influences in learning. The original contributions to knowledge of over 40 Living Educational Theory doctorates, freely available from <https://www.actionresearch.net/living/living.shtml>, are used to demonstrate that the original contributions to educational knowledge, of practitioner-researchers, have been recognised by Universities around the world. Significance to the Conference Strand on the role of human experiences, identities, and culture in professional learning and practitioner education. The role of human experiences is foundational in the generation of a living-educational-theory in the phenomenological (Husserl, 1912) sense that the research is grounded, in the practitioner-researcher's exploration of a question of the kind, 'How do I improve what I am doing?', within the experience of the phenomena that the researcher is seeking to understand. The identity of the practitioner-researcher is focused on the unique constellation of values that help to define the individual's identity. These values are used as explanatory principles, in professional learning, in explanations of educational influences in learning (Whitehead 2020 ). The role of culture in professional learning and practitioner education is grounded in Said's (1993, pp. xii-xiv) idea of culture as a concept that includes a refining and elevating element, each society's reservoir of the best that has been known and thought. The basis of the elevating element in



Living Educational Theory Research is that it includes an educational responsibility to live values of human flourishing as fully as possible. The significance is also in the evidence that is used to justify the claim that Living Educational Theory Research can address inequities through professional learning and education (Huxtable & Whitehead, 2021).

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## Documenting documentation's doings: Listening and noticing voice and more-than-voice in political, ethical, and environmental worlds within practitioner education.

**Albin-Clark, Jo; Merewether, Jane; Lemieux, Amelie**

*1: Edge Hill University, United Kingdom; 2: Edith Cowan University, Australia; 3: l'Université de Montréal, Canada*

### The risks of not considering issues of inequality and practitioner education

Our alternative format is an interactive campfire storytelling of documentation's doings. We set the scene as a virtual campfire with Jo, Jane and Amélie welcoming our audience to sit in a circle under an imagined starry sky. We share our experimentations with posthuman, feminist new materialisms and common worlding research inquiries and how we put them to work through and with documentation practices in three international settings (UK, Australia, Canada). As academics involved in practitioner education, we consider what we can do with documentation's doings to illuminate urgent issues related to inequalities with our students along with our subjects and objects of research. Documentation and pedagogical documentation through written narration and imagery is common practice in education and has multiple functions including making learning processes visible. Documentation practices bring a richness of thinking with the material turn and we find our research enquiries full of lively potentialities. Yet, our methodological framing is in continual motion, as each enquiry brings fresh opportunities for experimentation and carries both risk and discomfort through ever changing efforts in reinvention. We apply these considerations to our respective areas of inquiry: 1) early childhood education, 2) post-anthropocentric pedagogies, and 3) reading and literature pedagogy. Each campfire story under the stars will share a sample of documentation from our data generation as a prompt for thinking. Our documentation stories have the characters of children and educators but also take seriously their relation to the more-than-human world. After our stories we share our challenges and questions about what documentation can do but also what we can do with documentation to amplify marginalised voices in our professional roles as practitioner educators, including a wider conceptualisation of voice that attends to the more-than-human with a commitment to feminist, ethical, political and environmental agendas. At the end of our storytelling, we extend an invitation to our audience to contribute their own campfire storytelling of listening to marginalised voices from their human and more-than-human worlds. We will virtually capture these fragments to build a virtual story book that can live beyond the life of the conference.

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## Seizing Opportunities: A Case Study of Needs-based OMO Models for on-the-Job Professional Learning and Mentorship

**Emler, Trina**

*1: YEE Education; 2: University of Kansas, Center for Creativity and Entrepreneurship Education*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

In September of 2019, a new program was implemented focusing on authentic learning and development of innovative, creative, and entrepreneurial mindsets in an English language learning immersive environment. During this first school year, the program's training and teacher development model and general implementation had to pivot in response to travel restrictions and quarantines due to Covid-19. Research and ideation developed an option for utilizing the Online-Merge-Offline (OMO) modality. Better known in business and retail services, this modality is distinct from either offline or online, rather capitalizing on in-the-moment interactions through online tools within offline settings. During the 2020-2021 school year, four teachers were tracked, observed, and mentored in the OMO training and mentorship environment. Two were from cohort one (C1) which utilized a more traditional on-site mentorship, including graduated observation, occasional takeover, and co-teaching before shifting to a completely online distributed modality in which the mentor teacher took over the vast majority of duties. These two teachers began year 2 on site and two new teachers began Cohort two (C2). Utilizing directed online mentorship and

modeling via an expert in the program philosophy and pedagogy, the on site teachers were able to progressively implement as modeled, elaborate and extend lessons, and receive instant feedback and suggestions via online tools. The teacher/mentor groups also utilized synchronous reflection, mentorship, and development meetings weekly. The contents of these meetings, chat conversations, and class implementations were evaluated to understand the difference between the two cohorts and the effectiveness of the OMO modality. Additionally, at least 4 formal observations were completed per semester, two with the remote expert present and two led by the local teacher. Finally, an end of year questionnaire on mindset and beliefs was completed. Findings indicated the original graduated on-site mentorship developed in C1 a form of dependency on the international expert. They had more than twice the chat interactions and questions, frequently indicating stress and anxiety and evidenced a lack of preparation and understanding ahead of planning and reflection times. During observations these teachers utilized their native language at least twice as much as their cohort peers despite having high English proficiency themselves. In contrast, C2 showed consistent preparation and participation, directly implementing strategies and methodologies learned during co-taught OMO opportunities. When analyzing the self-report questionnaire, personal beliefs and understanding of the underpinning philosophy of the program and confidence in ability to implement it were also notably higher C2 than C1 despite the latter having had twice the time in program. While the implementation of the OMO model was developed in response to the global health crisis, the results of the shift are notable and provide a pathway of opportunities to give more immediate ownership of development and professional learning and its implementation to on site teachers while utilizing the benefits of technology to connect experts and mentors regardless of place and circumstance for immediate observation, feedback, and continuous development. The distinct differences between the two cohorts necessitates further exploration of model effects in diverse settings and with expanded cohorts.

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## Examining the role of the core teacher in Vietnam

**Wheatcroft, Louise Gillian; Nguyen, Cuc Dieu; Ngo, Thuy Thi Thanh; Pham, Thi Huong; Hanh, Lam Bui Thi**

### The role of human experiences, identities, and culture in professional learning and practitioner education

Teacher education in Vietnam has undergone much reform in recent years with a greater emphasis placed on child-centred learning which required a new way of thinking about pedagogy and teaching methods. In 2006 The Ministry of Education and Training (MOET) published a new mandate for teacher training that led to teacher education placing more focus on teaching methods and practice based learning (Hamano Takashi, 2010) and reflects the trends experienced in other parts of the world to situate teacher training in schools. Darling-Hammond et al. (2017) in their report on effective teacher professional development identified a link between teacher professional development, teaching practices and student outcomes. In 2019 a National Teacher Education Programme in Vietnam was implemented to enhance teacher effectiveness and ensure all teachers receive school-based continuous professional development (CPD). The National Teacher Education Program aims to reinforce the provision of CPD through two main vehicles: (i) Core Teachers and Principal Advisors, who will be assigned to schools and school clusters to provide face-to-face training and support and (ii) an online platform that can provide needs-based, interactive training and support directly to teachers and principals. To ensure the dynamism and quality of the enhanced CPD system, eight Lead Teacher Training Universities will train and provide support to the Core Teachers and Principal Advisors assigned to schools. This study will explore the core teacher initiative described above in order to evaluate its effectiveness. It will identify enabling and constraining factors as experienced by the core teachers and will seek to further enhance the good practice already achieved. It will assess how core teachers contribute to school development in terms of organisational development, professional development, and instructional development but also to assess how the role impacts at all levels from the impact on students to National level. Research questions include: What is the role of the core teacher in teacher education? How do core teachers implement their role? How do core teachers contribute to organisational development, professional development and instructional development in schools and teacher education? What are the enabling and constraining factors that impact on the core teacher role? What are the good practices from this initiative? The study will use a qualitative and interpretative methodological approach through semi-structured focus group interviews and in-depth 1:1 interviews to explore the core teacher's role and their experiences to create case studies of good practice. The research employs a theoretical framework which builds upon York-Barr and Duke's (2004) Theory of Action examining the role and functions of teacher leaders, which overlap three categories: organizational development, professional development, and instructional development.

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## Lessons from the pandemic: teacher and teacher educators' use of digital technologies and pedagogies in Vietnam during the Covid-19 lockdown

**O'Connor, Jane; Ludgate, Shannon; Le Quang, Vuong; Le, Huy T.; Huynh Pham Dung, Phat**  
1: Birmingham City University, United Kingdom; 2: Vinh University, Vietnam; 3: University of Science and Education - Danang University, Vietnam; 4: Ho Chi Minh City University of Education, Vietnam

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This collaborative project between a British university and three Vietnamese teacher training institutions explores the use of digital tools and pedagogies by teacher educators and secondary school teachers in Vietnam. It builds on recently published research (Yen et al, 2020) which explores the rise of e-pedagogy in education and teacher education in Vietnam. This project takes the existing research a step further by focusing on the digital tools and pedagogies which were instigated and developed by teachers and teacher educators in Vietnam due to the necessity of on-line teaching during the 2020/21 covid-19 lockdown. The paper will report on the findings of a mixed methods study of teacher and teacher educators' use of digital tools and pedagogies pre and during lockdown and their opinions on the best digital tools/pedagogies to take forward in their practice post lockdown. The research questions are:

1. What range of digital technologies are generally used in teaching and in teacher education programmes in Vietnam?
2. How are teachers/teacher educators trained to work with digital technologies? How do they develop digital pedagogies?
3. How has the Covid-19 pandemic impacted use of digital technologies and tools? What new pedagogies have had to be developed?
4. Post pandemic how can technology be most effectively integrated into teaching and teacher education?

Data for the study is currently being collected using two specially designed on-line surveys – one for high school teachers across Vietnam (n=600), one for teacher educators in four teacher training institutions (n=100). Twenty autoethnographic accounts from teacher educators about their professional experiences with digital technology are also being collected. The data will be analysed using the theoretical framework of the Technological Pedagogical Content Knowledge (TPACK) model devised by Koehler & Mishra (2009) which facilitates the identification of the three key aspects of effective use of digital pedagogies and tools in teaching, namely: knowledge, pedagogies and technology. The on-line survey questions were designed to incorporate these 3 key TPACK aspects. The quantitative survey data will be analysed using statistical methods and the free text questions will be analysed using content analysis. The qualitative data gathered via autoethnographies will be analysed thematically using the TPACK model. The findings of the study, which will be presented in the conference paper, will be used to help develop digital tools and pedagogies to support best practice in secondary and teacher education in Vietnam post pandemic. The project is capturing the voices and experiences of teachers and teacher educators in Vietnam at a unique time post pandemic, and the findings will be of interest to teachers, teacher educators and academics in many countries as they take stock post pandemic and develop their teaching going forward.

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## Leading Online Lesson Study: Brokering at the boundaries

**Holden, Mairead**

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This paper presents a critical reflection on the author's recent novel experience as a Lesson Study (LS) facilitator, where they acted as a boundary broker, using online LS as a boundary object to support the collaborative professional learning of a group of Irish primary teachers who taught in three different schools. The schools involved were part of an existing inter-school Shared Education partnership. The aim of the LS in this instance was to foster participants' achievement of relational agency, i.e. the capacity to engage in joint collaborative work for mutual benefit, by introducing them to online LS as a sustainable form of PD which can support their collaborative practice within and between their schools. The author's critical reflection, which derives from their reflective diary and field notes, draws from Schön's (1983) notion of reflection-on-action, as well as Brookfield's (2016) critical lenses and is theoretically framed by emerging literature which proposes LS as a vehicle for teacher agency. The paper's aim is to

provoke further critical reflection and dialogue on the various affordances and challenges derived from moving a well-established model such as LS into the virtual space, particularly in relation to sustainability and equity of access for practitioners.

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## A changing landscape: Professional learning for headteachers in Wales since devolution

**Ellis, Gill**

*Cardiff University, United Kingdom*

### The risks of not considering issues of inequality and practitioner education

This paper explores how different professional learning models and theories align with the rhetoric (and reality) of professional learning for teachers and headteachers in Wales across different waves of educational policy making since devolution in 1999. In doing so it draws on key professional learning theories such as the 'performative ideologies' of Sachs (2016) and Friedson (2001) and more radical 'hybrid' and 'occupational' professional learning models (Noordegraaf, 2011, 2014; Evetts, 2012). Two relatively recent OECD reports (2014, 2017) identified leadership capacity in Wales as underdeveloped and impacted by a lack of professional learning opportunities at senior level and a coherent career framework, with both these factors influencing the recruitment and retention of future leaders (Connolly et al, 2018). Recent Welsh Government policies have therefore sought to build leadership and professional capital across Wales and recognised the importance of investing in its future leaders. Strategies such as a National Approach to Professional Learning (2019) and the establishment of the National Academy for Educational Leadership (NAEL) an arm's length body focused on leadership issues which aims to 'secure, nurture and inspire' educational leaders (2018). However, the current COVID-19 pandemic has widened inequalities across all dimensions of education with leaders reported as feeling exhausted and overwhelmed. Without careful attention being paid to this development and appropriate support in place there are real risks to the planned opportunities for Headteachers development and professional learning in Wales. The theoretical framework presented and discussed will underpin an ongoing mixed-methods doctoral study funded by Welsh Government, National Academy for Educational Leadership (NAEL) and Cardiff University focused on professional learning and development of Welsh headteachers.

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## Teacher educators' ecologies of lifelong learning (TEELL): an exploratory case study from Vietnam

**Kendall, Alex; Thi Thu Trang Nguyen, Trang; Nguyen Hoai, Nam; Cao, Anh Tuan; Nguyen Van, Hien; Tran, Yen; French, Amanda**

*1: Birmingham City University, United Kingdom; 2: HoChiMinh University of Education; 3: Hanoi National University of Education; 4: Vinh University*

### The role of human experiences, identities, and culture in professional learning and practitioner education

In this paper we share first findings from The Teacher Educators Ecologies of Lifelong Learning (TEELL). TEELL draws on the concept of 'learning ecologies' (Sangrà et al, 2019A) to explore HE teachers' informal learning as a key dimension of a "complex phenomenon bridging formal, non-formal and informal learning experiences." (ibid, 1615). Learning ecologies provides a conceptual framework "to understand how individuals select, experience, navigate and participate in learning experiences that span multiple contexts" (ibid, 1615) and intersect with a complex diagrammatic of social and professional relationships enabling informal learning to be understood in relation to the broader work of academic becoming. Ranieri et al (2019) note that learning ecologies is a relatively new concept that has emerged in response to the widening of contexts and opportunities for learning to include "not only formal education but also informal learning activities, work experiences, cultural artefacts, personal contacts" (p1673). Sangra et al's (2019B) systematic review of the literature on learning ecologies notes that the majority of this work has been undertaken in relation to the secondary school sector with very few studies exploring the complexities of professional learning in adult or higher education. TEELL pays particular attention to teacher educators as a specialist group of higher education teachers. Teacher educators, like their practitioner educator counterparts in other fields, occupy a highly dynamic position in higher education, facing outwards to the field of professional practice and the



requirements of government departments and professional, statutory and regulatory bodies and inwards to the disciplinary cultures of higher education and the standards and expectations of academics. In this paper we explore the learning ecologies that support academic identity building in this complex, environment in which the teacher educator must be responsive to a range of competing demands. We pay particular attention to how learning ecologies are patterned and framed by structural, cultural and social relations such as gender, caring responsibilities, HE experiences, discipline, geographies and how these factors work to enable or inhibit opportunities to learn expansively.

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## Embedding diversity, inclusion and special educational needs in the training and assessment of new teachers in Vietnam

**Blackburn, Carolyn; Puttick, Mary-Rose; Luong, Thi Thu Thuy; Trang, Thu Đình Nguyễn  
Trang**

*1: Birmingham City University; 2: Hanoi National University of Education*

### Current models and conceptualisations of disability in professional learning and practitioner education and new models reframing the landscape

Training about inclusive education of children with disabilities is a critical factor in promoting career-oriented education for children with disabilities in particular (UNESCO, 2009). Teachers need to be fully conversant about the range of disabilities students may have, and about the ways in which they should adjust their teaching and the curriculum to meet the needs of these children (Brownell et al., 2010). A UNICEF report in 2015 addressing eight provinces in Vietnam showed that most teachers reported were not being permitted to attend training courses on inclusive education, special education, or childhood disabilities (UNICEF, 2015). Over two-thirds of the teachers surveyed had no access to inclusive education training and 73% of them reported that they received no help to improve their skills and abilities. In contrast, education administrators were permitted to attend inclusive education training programs, though about one-third of them reported that they had not done so. In order to address this challenge, the project reported on here seeks to map the (absence of) ITT/CPD inclusion, diversity and SEND content in primary education provision in one region of Vietnam (e.g. the city of Hanoi as well as its nearest rural/mountainous localities), as well as any examples of inspiring practice. Research questions include: What does inclusive and inspiring practice in SEND look like in primary schools in Vietnam? What are the experiences of teachers in urban and rural primary schools of ITT and CPD in supporting inclusion, diversity and SEND in Vietnam? How does primary teaching practice in Vietnam need to be better supported in order to develop more inclusive programmes for children with SEND? A qualitative, interpretive approach and social model of disability will be adopted. A mixed-methods survey has been designed and circulated to primary school teachers in one area of Vietnam. The survey has been designed and written in Vietnamese and answers will later be translated into English using project partners and online translation tools. This will be strengthened with six to ten semi-structured interviews from a small sample of survey respondents, ideally from a mixture of urban and rural localities (six to ten participants). We will utilise a translanguaging approach in our analysis: to account for the use of linguistic and wider semiotic resources in superdiverse, dynamic, and transnational places (Simpson & Bradley, 2018). In our research, translanguaging will be used as a tool to draw out cross-cultural linguistic and non-linguistic ways of knowing about inclusion, diversity and SEND. Early and emergent findings will be discussed in this presentation, providing a novel insight into ITT and CPD in Vietnam.

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## Building a Professional Learning Community during the COVID-19 pandemic: the case of teacher educators

**Sepulveda, Paulina**

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This study seeks to examine the feasibility and sustainability of building a Professional Learning Community (PLC) to promote the professional learning of teacher educators during the COVID-19 pandemic. These findings are part of a larger Design-Based Research (DBR) project that sought to design and enact an online PLC. In this talk, I present the findings from the first cycle where the design principles that emerged from an examination of the literature and a

field-based investigation were collaboratively designed, tested, and evaluated. Theoretical perspective While previous studies have focused on the analysis of teacher educators' beliefs, concerns and needs regarding their professional learning (e.g. Byman et al., 2020; Maaranen et al., 2019), this study aims to offer a practical perspective to this research area through the building, enactment and evaluation of a PLC in higher education. The literature on PLC, its main tenets and characteristics (e.g. Bolam et al., 2005; DuFour, 2004; Hord, 1997; Meeuwen et al., 2020) provided a basis for the collaborative design and enactment of the PLC. Data collection methods A critical research paradigm guided this study as it attempted to improve the participants' current situation. The DBR methodology provides an alternative to other research designs as it aims to generate improvements in practice and theory (Wang & Hannafin, 2005) studying educational problems in real-life settings, proposing solutions and creating flexible and adaptable principles. The data collection methods used are a focus group and individual semi-structured interviews. The participants are six ESOL teacher educators from a higher education institution in Chile. Data was analysed using thematic analysis as a framework with the assistance of Nvivo12. Results Teacher educators acknowledged the learning process that engaging in collaborative discussion in the PLC sessions brought as they were able to share their teaching practices and reflect upon them. The role that the PLC played among the participants became predominant not only to continue learning professionally, but also to face the adaptations to remote teaching, providing collegial support to overcome the challenges of this new teaching context. Therefore, the building of this PLC provided a space to reflect and to offer emotional and professional support to overcome the difficulties of transiting to a completely online teaching environment. Teacher educators joined this PLC project as they shared a common domain and had similar goals and interests, particularly related to the adaptations to online teaching and the feelings associated to these modifications. Scholarly significant of the study. This first cycle provided sufficient evidence to show that PLCs are a feasible and sustainable initiative for teacher educators' professional learning. Hence, PLCs could also be used for this purpose in higher education institutions that promote a perspective towards professionalism that emphasizes empowerment, agency and collaboration. While more traditional professional learning initiatives (e.g. workshops and courses) are easier to prepare and less challenging, the safe space provided by the PLC offered the opportunity for teacher educators to verbalize their thinking and learn with and from the others, particularly in a such a turbulent time like the one brought by the pandemic.

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## How adopting a learner orientation can support and inform professional learning in higher education contexts and practice

**Pennington, Heather; Morgan, Alexandra; Milton, Emmajane**

*Cardiff University, United Kingdom*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This session explores ways in which teaching and learning practices adopted in the pandemic brought greater equity to learner experience and provided rich professional learning opportunities for us. This session draws upon experiences in a higher education across a number of modules for both undergraduate and postgraduate students studying both in the UK and at distance in their home countries during the COVID-19 pandemic. Through discussion this session will explore and question the nature of professional learning and practitioner education needed to support the reframing of pedagogical practice and greater consideration of the inequities in learner experience. It highlights the importance of creating authentic, shared, safe spaces to deeply consider approaches to practice and to question norms and established orthodoxies. It also presents the value gained by having a steadfast commitment to a learner orientation and the need to embed ways of working that continually privileges learner voice and feedback. In working inclusively and collegially as teaching team and through actively encouraging students to work with us as partners to refine and enhance their learning experiences (Rudduck and Fielding, 2006). We consciously modelled ways of working and continually reflected on our practices which resulted in strong learner engagement and achievement. In this practice spotlight session we share learning from ways of working and put forward ideas of how we might recalibrate expectations and learn for these positive experiences moving forward post-pandemic. 248 words Rudduck, J. and Fielding, M. (2006) Student voice and the perils of popularity. *Educational Review*, 58, 219–23.

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## Taking Care: Mentoring Novice Principals in the Time of Covid-19 Pandemic

**Rooney, Anna Mai; Nihill, Mary; Forde, Christine**

*1: Centre for School Leadership, Ireland; 2: University of Glasgow, United Kingdom*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This proposal connects with the conference theme, “the impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education”. The paper explores the contribution of mentoring in sustaining mentors and mentees in their role of supporting the learning and well-being of all learners during the Covid-19 pandemic. This strand of the study focusses specifically on the experiences of principals and the contribution of the mentoring process for mentees and mentors in the context of the Covid-19 pandemic. As schools closed and reopened, significant demands were placed on all school principals to ensure the needs of all learners were addressed. Mentoring is widely used to support novice principals (Hayes 2019) and the benefits of mentoring for both mentors and mentees have been noted (Hudson 2013). This paper draws from an ongoing evaluation study of the national mentoring programme for newly appointed school principals in the Republic of Ireland (Forde 2019). Newly appointed principals are involved in one-to-one mentoring with an experienced principal through a structured programme of face-to-face meetings (CSL 2017). The mentoring programme continued through the Covid-19 pandemic using a variety of media. Data was collected twice during 2020 and 2021 from the mentees (n = 103; n = 126) and from mentors (n = 103; n = 126) through two online questionnaires. The areas covered in both mentee and mentor questionnaires included the mentoring relationship, challenges of the principal role, broad areas explored in mentoring and the impact of mentoring on their practice; additionally for mentors, details of the pattern of meetings. The qualitative data were analysed thematically (Clarke and Braun 2012) with four key themes identified: (1) the impact of the Covid-19 pandemic on the mentoring programme, (2) the impact of the pandemic on the increasing the demands made on all principals, (3) mentors and mentees learning together “everything is new to everyone”, and (4) the importance of taking care of all through “the worry and uncertainty” of the pandemic. A fifth theme was identified of mentor networking for mentors was identified. The paper concludes by considering the impact of Covid-19 on the role of the school principal in Ireland and an exploration about firstly, the way in which the mentoring process can enable both mentors and mentees explore issues related to inequity, marginalisation and well-being and secondly, the implications for the training and ongoing development of mentors.

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## Moving beyond academic imperialism: cross-cultural collaboration on the role of classroom observation in the development of Vietnamese secondary school teachers

**O'Leary, Matt; Cui, Vanessa; Tran Kiem, Minh; Tien Dang, Dung; Thi Huong Nguyen, Giang; Thi Hoang, Kim Hue**

### The role of human experiences, identities, and culture in professional learning and practitioner education

Classroom observation has a well-established role as both a formative and summative tool in the education, training and ongoing professional learning of teachers globally. Anglo-centric perspectives have largely dominated research in this area to date, with the majority of studies focusing on educational practice in Australia, the UK and the USA, and the resultant publications written in English. Determined to move beyond this academic imperialism and committed to developing an equitable cross-cultural collaboration, this paper reports on a live teacher education project involving a team of UK and Vietnamese researchers. The focus of the project explores the experiences and perceptions of a sample of beginner secondary school teachers, their mentors and school leaders in using observation to support teacher development across schools in two provinces in Vietnam. Combining ‘insider researcher’ understanding of the local contexts and cultures of education policy and practice in Vietnam and associated documentation in Vietnamese with the ‘outsider researcher’ expertise in the field of observation has enabled us to produce a rich, nuanced understanding of the research topic. As well as sharing the findings from the project, this paper will reflect on the implications for future cross-cultural collaboration

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## The continued inequity of access and quality of professional learning and practice education?

**Smith, Pauline; IPDA England**

High quality professional learning makes a profound impact on educational practice, and the experiences of learners (Vare et al, 2021). However, in recent years, access to such high-quality professional learning opportunities became more infrequent and marginalised. Due to the rise of neo-liberal views, and practices, as well as budget challenges, professional learning became a luxury rather than a necessity. In some cases, it became a prescriptive and strained engagement with learning, that moves away from the importance of professional agency and collaborative professionalism (Hargreaves and O'Connor, 2018 and Durrant, 2019). During Covid-19, and the lockdown, professionals and educators had to re-imagine how to approach professional development and debates were revisited on what the key principles of professional learning are, and what the inequalities are in relation to access to such learning opportunities. In this IPDA England symposium, we aim to explore how professional learning needs to be considered as a broad church, that empowers professional learning, as a life-long endeavour, which aims to enable professionals at all levels to flourish. In turn, the outcomes will unlock the potential of their future learners, and it can make a significant impact on social mobility in the communities they serve. The following key themes will be discussed during the event:

- Key principles of professional learning
- The Early Careers Framework, its challenges and the role of mentoring
- Grassroots CPD
- The use of research to support ITE
- Creative Responses to inclusive professional learning

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## Re-imagining learning in complex times: missing voices and new possibilities.

**Campbell, Paul**

*ESF Sha Tin Junior School, Hong Kong/ University of Glasgow, U.K.*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

Reimagining learning in its broadest sense, and more specifically professional learning, as a consequence of the global pandemic is already beginning to dominate discourse around the globe. Professional learning characterised by collaboration and agency are characteristic of what we saw at the early stages of and throughout the pandemic (Campbell, 2020) both within education and beyond. 'Lifelong learning', often used as an umbrella term for learning that takes place beyond compulsory education, and often encompassing 'adult education', and 'continuous professional learning' have long featured as being characteristic of modern, and successful economies and societies (OECD, 2001). In the context of Hong Kong, a system typically described as a high performing one (Ho, 2014), the Legislative Council highlighted that 'Hong Kong is lagging behind many developed economies in nourishing local talent', and to tackle this, a focus has to be on both school, and continuing education in order for Hong Kong 'to keep abreast of new knowledge and skills and avoid becoming obsolete' (Legislative Council Commission, 2020:1). With ideas of 'keeping abreast' and 'becoming obsolete' emerging in the localised discourse of Hong Kong, what emerges are competing conceptualisations of 'lifelong learning', and 'learning' itself. With societies, and communities around the world being increasingly characterised by shifting economic and socio-political contexts, how individuals, professionals and professions across sectors, fields, and disciplines are able to respond, and exercise agility and adaptability becomes increasingly important. This sits alongside a language shift, noted by Biesta (2005) from 'education' to 'learning', and in a political context that situates learning within a broader aim of performance and competition, questions arise around implications this has for professional learning across contexts. In Hong Kong, this is reflected in the social and cultural context where high value is attributed to the respect of seniority and the authority that sits with that, marking an acceptance of the unequal distribution of power (Chiu and Kwan 2010). In addition, with the relentless emphasis on academic competition and performance (Ho and Lu 2019) innovation and even forms of evidenced informed risk that results from professional learning could serve to discourage schools from innovating; inhibitions that are rarely discussed in the broader public discourse (Lu & Campbell, 2021). Through exploring the following questions, it is hoped that new possibilities for understanding the nature of learning, and how it is enabled are offered with implications across Hong Kong and beyond: How is learning conceptualised across



domains and contexts? What factors influence learning in Hong Kong? What can underrepresented voices illuminate about professional learning in Hong Kong, and how can they be sought and amplified in a sustainable way?

### **(Re)conceptualising Learning Across Professional Domains: Implications for Hong Kong**

*Campbell, Paul (ESF Sha Tin Junior School, Hong Kong/ University of Glasgow, UK);*

This paper explores how learning is understood in context within and beyond Hong Kong, spanning compulsory and postcompulsory education. Through a conceptual exploration of learning itself, implications for professional learning and practice across domains are highlighted. This critically examines the organisational and wider systemic culture and practice implications for how learning is understood and manifested both in Hong Kong and in systems around the world (Lu & Campbell, 2021).

### **Learning that empowers migrant domestic workers in Hong Kong: a case study**

*Poulsum, Mark (Discovery College, Hong Kong);*

Most migrant domestic workers in Hong Kong have come from countries such as the Philippines and Indonesia in the pursuit of greater economic security in order to support the immediate and extended family they leave behind (Enrich, 2021). Already making up 10% of the Hong Kong labour force, migrant domestic workers are relied on to meet the growing needs of Hong Kong society with greater demand expected in order to fill demands in social care in Hong Kong. Despite the reliance on migrant domestic workers, salaries remain low, and they receive little support to save or plan for their own future. This case study of Enrich, an NGO based in Hong Kong, explores how their approach to financial and empowerment education can offer life-changing learning and solutions to the challenges faced by migrant domestic workers in Hong Kong.

### **The Role of Voice and Agency in Hong Kong's Learning Systems**

*Shanks, Rehana (ESF Sha Tin Junior School, Hong Kong);*

Traditionally, few voices have dominated practice and development within the education system in Hong Kong (Ip & Fok, 2010). As professional learning has begun to be reconceptualised towards 'job-embedded learning', leadership for professional learning has gained more attention (Hallinger & Kulophas, 2020:522). However, it is notable that leadership models that are currently discussed in international literature frequently originate in the United States, relying on organisational, systemic, political, and societal contexts which do not reflect or equally apply to other, particularly non-anglophone countries (Mintrop, 2015). This paper offers a critical examination of how voice and agency is understood in relation to learning across domains, and the possibilities this offers for learning systems in Hong Kong and beyond.

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## **Identity grafting, values, and professional development**

### **Lee, Daphnee**

*The Education University of Hong Kong*

Daphnee Lee is an Associate Professor of Education Policy and Leadership at The Education University of Hong Kong. Daphnee has a lifelong passion for understanding how change shapes professional identities and how professionals empower themselves in the face of change. Her research journey recently focuses on how teacher professionals collaborate to develop strategies to improve teaching and learning through professional learning communities. Daphnee investigates the identities and values underpinning professional practice and learning with a theory she developed on identity grafting. She has produced 30 research publications to advance this agenda, including a book on Managing Chineseness.

In this keynote, Daphnee will draw on her recent efforts to raise awareness in everyday professionals—that identities and values influence and are influenced by how they experience change—its opportunities, pitfalls, uncertainties, and risks. She will connect these experiences to draw future directions for developing more inclusive forms of professional learning in the broader global context.

Chinese school systems have only just moved from the margins closer to the core of the global stage in achieving and sustaining student performance in international benchmarks. In this keynote, I examine the values underpinning teachers in the Chinese context to gain insight into the influence of professional identity and values on overcoming inequities via professional learning. I will use a theory I developed on identity grafting (repressive, born-again, integrating, and situationist) and cultural values (power distance, risk-taking, uncertainty avoidance) by Dutch organizational psychologist Geert Hofstede as the conceptual lenses. The theories will synergize my work in raising awareness in everyday professionals—that identities and values influence and are influenced by how they

experience change—its opportunities, pitfalls, uncertainties, and risks. For a long time and too often, we have assumed that professional learning is an evolutionary, linear development from ignorance to enlightenment, from the margin to the core. Such binaries perpetuate repressive and defensive forms of professional development, which commonly plague marginalized contexts. I seek to provide recommendations on designing for empowering and enriching forms of professional development. We need to develop a new theoretical lens to go beyond binary assumptions that professionals are either “receptive” or “resistant” toward change or that some forms of professional development are culturally (in)compatible. Through my research, I would like to share with conference participants that there are alternative views of professional development that can be more empowering for the marginalized and more enriching for the core.

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## Decolonizing Academic Spaces: Moving Beyond Diversity to Promote Racial Equity in Postsecondary Education

**Stewart, Saran**

*University of Connecticut*

Despite best efforts to advance diversity, postsecondary institutions around the world have found themselves in the midst of campus protests. Arguably, at the heart of increased activism on college campuses around the world is the failure of postsecondary institutions to create more decolonized spaces both in and out of the classroom where minoritized students can engage in learning that suggest their lives and their lived experiences really matter. The reality is that the manner in which postsecondary institutions have implemented their diversity initiatives have not resulted in substantial transformation of the day-to-day operations of campus business and instead focused more on how to assimilate minoritized students into the existing campus culture. Thus, the majority of diversity initiatives being implemented to support the increased diversity of students, rarely impact the colonial campus systems. Moreover, the implementation of diversity initiatives across most postsecondary institutions throughout the world have neglected to include an intentional focus on race, ethnicity, and other minoritized backgrounds as a central component of their inclusion efforts. Accordingly, this presentation will explore a conceptual framing for decolonized academic spaces that move beyond diversity to promote racial equity and inclusion. Specifically, I will present on two of the four guiding concepts of decolonization in higher education: 1) decolonizing the mind through ways of knowing and knowledge construction; and 2) decolonizing pedagogy. Thereafter, I discuss what these may look like in praxis and the implications they have for decolonizing academic spaces.

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## Empowering students, developing agency. Exploring post-primary teachers' experiences of implementing language and learning supports for students with English as an additional language (EAL) in a DEIS and in a non-DEIS school

**Larkin, David**

**The role of human experiences, identities, and culture in professional learning and practitioner education**

**Background/context** The rise of neo-liberal politics in a globalised, privatised and deregulated labour market (Giroux, 2013) has contributed to a utilitarian framework which has, consequently, excluded some of society's most vulnerable groups. Culturally diverse societies are becoming the norm in many Western countries. The phenomenon of migration has become an international topic among academics and has required politicians to implement various public policies to ensure minority groups' societal inclusivity. One of the most contentious of these public policies is education. Constructs such as curricula, inclusion, special education, assessment, pedagogy and culturally responsive classrooms have all caused leaders at meso and macro level to approach and adopt frameworks that are seen to be both inclusive for minority groups and egalitarian for the majority. Over the past twenty years, Ireland has shifted from a largely homogeneous white, Catholic nation to an increasingly diverse multicultural and multilingual secular society. It is estimated that over 12% of Ireland's population are non-Irish nationals which comprise of over 200 nationalities and 182 different spoken languages (McGinnity, 2017). **Research aims/ objectives** My current research is a dual comparative case study which will attempt to analyse teachers' experiences of implementing language and learning supports for students with EAL in a DEIS and in a non-DEIS school. The researcher's hypothesis is that a continued absence of language and learning supports, an exam-focused approach to teaching and learning, a lack of

continuous professional development (CPD) for teachers and the (un)availability of school resources contribute to the increasing exclusivity of students with EAL in schools. This presentation will adopt a Gramscian and Bourdieusian theoretical framework which will attempt to convey that cultural hegemony and cultural reproduction ensures that the ideology of the dominant culture continues to be reproduced in educational institutions much to the disadvantage of students with EAL. The researcher will argue that to counteract Gramsci's and Bourdieu's concepts, adopting a shared leadership approach to develop culturally responsive practices in schools best ensures that all students will feel valued, accepted and included in a safe learning space. Key findings/takeaway points. The key findings of this preliminary study is that current research shows there are a number of construct barriers in education for students with EAL. Constructs such as high-stake exams, language and learning needs, pace of classroom instruction, a lack of resource supports and insufficient teacher education on multicultural/multilingual classrooms contribute to exclusionary practices for students with EAL.

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## Educational experiences during a global pandemic: Exploring how a school's engagement with its families has impacted on pupil's learning

**Raymond, Adam David**

*Cardiff University, United Kingdom*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This study investigates educational experiences during the global pandemic. The study's focus is on how a school's engagement with its families has impacted on pupil's learning, drawing on a case study approach, using a two-phase mixed methods research design frame. The first phase used quantitative data which analysed children's academic progress in literacy and numeracy during the pandemic; the second phase was qualitative, using semi-structured interviews with parents and school staff to further explore the specific impact of school closures and disruptions to learning. Using purposive sampling, 7 parents / carers and 5 school staff provided the qualitative data. The initial findings of this study suggest that a whole school focus on family involvement and providing parents with specific strategies to support their children's learning at home can have a positive impact on academic outcomes and wider well-being. The emerging recommendations from this study are that: Schools must be provided with the necessary financial support and professional learning to ensure that parental involvement with children's learning is a crucial component of educational recovery planning post pandemic and beyond. The emerging best practice regarding the use of digital technologies in schools must be shared widely and capitalised on to ensure pupils, parents and educational professionals all benefit from the rapid technological advancements experienced during the pandemic. Schools' role in liaising with wider agencies and services to support children's well-being has increased significantly and the education sector must be provided with the necessary financial and professional support to facilitate this multi-agency approach effectively.

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## 'It's not fair!': Assessing your Practice for Equality, Diversity and Inclusion- The Inclusion and Accessibility Maturity Model.

**Morris, Ceri; Pennington, Heather**

*Cardiff University, United Kingdom*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

The COVID- 19 pandemic highlighted existing inequalities in the education sector for learners with a range of characteristics, which have long-lasting implications for practice. In order to ensure we are meeting the needs of all learners, whatever their dimensions of diversity, we must regularly reflect on, and improve our teaching practices. This discursive session provides learning opportunities for reflection and presents tools to aid practitioners and organisations to assess their practices for inclusive, accessible teaching and learning. We will firstly identify the inequalities in education highlighted by the pivot to online learning. In discussing these, we will briefly explore inclusive pedagogy and universal design for learning, which can be utilised to address these inequalities, and to meet the requirements of the Equality Act and the new digital accessibility regulations for teaching practice. As an instrument to assist professional learning conversations and practices, we will then introduce the Inclusion and Accessibility Maturity Model, which was designed using the principles of inclusive pedagogy and universal design,

based on research on inclusion in Higher Education by Thomas and May (2010). This tool enables practitioners and organisations to assess their practices for inclusive, accessible teaching and learning. Finally, we will lead a discussion on the benefits and considerations of the use of the tool for the full range of learners, sectors, and disciplines.

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## Using a Living Educational Theory Research to Professional Learning and Education to amplifying marginalised voices.

**Huxtable, Marie; Whitehead, Jack**

*University of Cumbria*

### The role of human experiences, identities, and culture in professional learning and practitioner education

The focus is on the methods we use to bring the knowledge created by all practitioner-researchers into the global knowledgebase of education. Marginalised voices are amplified by making public the living-educational-theories of individual practitioner-researchers, with values of human flourishing including equity. These theories include acting locally and thinking globally with the values of human flourishing. Care is taken, through the use of validation processes that stress the importance of the rational controls of critical discussion, to avoid the unjustified imposition of values by a powerful group on less powerful individuals and groups. The originality of this research is in demonstrating how the methods of living-posters, action-reflection cycles, Living Educational Theory Research and empathetic resonance with digital visual data, have been influential in clarifying and communicating the unique constellations of the values of practitioner-researchers, that are used as their explanatory principles in explanations of their educational influences in learning. The original contributions to knowledge include a Living Educational Theory Research approach to enhancing professional learning and professionalism in education. This approach includes the generation and sharing of individuals' explanations of their educational influences in learning. The originality in the explanations, is in the relationally dynamic values that are used as explanatory principles and living standards of judgement in the educational epistemologies of the contributions to educational knowledge through professional learning and education. The evidence, of the large-scale influences of these original contributions, is drawn from Living Educational Theory Research on professional development and education in diverse contexts such as Pakistan, Nepal, China, India, Malaysia, Canada, USA, UK, the Republic of Ireland, South Africa and Australia. Significance to the Conference Strand on the role of human experiences, identities, and culture in professional learning and practitioner education. The role of human experiences is foundational in the practitioner-researcher's exploration of a question of the kind, 'How do I improve what I am doing?' as they accept professional responsibility for their practice and contributing to a professional knowledgebase. The methods used are focused on the unique constellation of values that the individual to recognise how they are defining their identity and recognising the implications for their practice. This process challenges the researcher to identify and address where they experience themselves as living a contradiction such as holding egalitarian values yet denying them in their practice by unwittingly marginalising themselves and/or others. These values are used as explanatory principles, in the continuing professional development of the practitioner-researcher (Whitehead 2020 ). Identifying the role of culture, includes the researcher clarifying their embodied meaning of their educational responsibility to live values of human flourishing as fully as possible (Huxtable & Whitehead, 2021) and clarifying the socio-cultural, socio-historical and normative context of their practice and research. Multi-media narratives, that use digital visual data as evidence in explanations of educational influence in professional learning and education, are used to highlight limitations in purely print-based communications, for communicating valid, evidence-based explanations of educational influences in professional learning and education across cultural contexts (Whitehead & Huxtable, 2006a &b).

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## What are the challenges experienced by Neurodiverse leaders within education contexts?

**Oberholzer, Lizana; Macklin, John**

### The role of human experiences, identities, and culture in professional learning and practitioner education

Education contexts, strive to be inclusive learning environments for its learners, and learners are often well supported on their journeys with additional funding, tutorial support and additional time. However, how well are neurodiverse leaders supported in their role in educational contexts? Neurodiversity, needs to be supported, and



staff and leaders within educational contexts need to be provided with equal opportunities and support as outlined by the Equalities Act (2010), and reasonable adjustments need to be made for colleagues to engage well within their teams. However, very often neurodiversity is considered in a limited way, and often overlooked, which leaves Neurodiverse leaders in challenging positions. Franke (2019) and Coalter (2018) stress the value of Diverse teams on how these teams can impact significantly on the progress of organisations, and help support learners well on their journeys too. However, little is done to educate leaders, on how to support Neurodiverse leaders in their teams to support them well, and develop them to maximise their potential. This paper, seeks to outline what the experiences are of neurodiverse leaders, and how their experiences need to be considered, within educational contexts, in relation to support others to enable this marginalised group to fulfil their potential. In this paper, the importance of the development of both those who lead neurodiverse leaders, as well as the development of neurodiverse leaders will be explored further too. It aims to unpack the key considerations in relation to the development of these various stakeholders to support this marginalised group.

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## Reconnaissance as a pre-requisite for (re)thinking and (re)imagining practitioner research

**Armstrong, Tony; Nuttall, Amanda**

*1: Birmingham City University; 2: Leeds Trinity University; 3: University of Oxford*

### The role of human experiences, identities, and culture in professional learning and practitioner education

Human experiences in higher education during the pandemic 2020-21 has necessitated deep [re]thinking and [re]imagining in our approach to practitioner education and research. But it has also provided opportunity for some new and emerging methodological positions to be tried and evaluated by PGR students. This paper will present and discuss some early research into the concept and method of Reconnaissance as an informal approach to research which is arguably of particular value in extremis. Reconnaissance work at its basic operational level and in its most immediate and accessible form can be conceptualised as ‘fact-finding’ or ‘information gathering’ activity, undertaken at an early stage. This approach is designated particularly relevant in crisis situations, such as a global pandemic, but can also be considered a meaningful aid and prerequisite to the later and more complex stage of formal data-collection and analysis. In order to develop the concept of Reconnaissance it may be of value to think it through using a Rhythmanalysis stance (Lefebvre, 2014). The requirement to return and reflect is a central repetitive aspect of Rhythmanalysis. Applied to the context of Reconnaissance in research, each iteration of the rhythm is in some important, if subtle, way different from the last as research experience, knowledge and learning accumulate. This relationship between repetition and difference central to the analysis of Lefebvre is arguably at the heart of what it means to reconnoitre in educational research. On occasion, however, the rhythm of Reconnaissance can be noticeably subdued and understated; a certain murmuring in the research process whereby meaning begins to form from epistemic fragments and traces. Our reconnoissance on Reconnaissance of PGR students draws on their experiences and identities, given the duality of their roles in research and as professionals on the ‘front line’ during the pandemic response in healthcare and education settings. A conspectus of these PGRs indicates how the concept of curiosity in research relates to the act of reconnoitre. This curiosity is signified not only in the view of Reconnaissance as a ‘curious’ approach, but one which also elucidates new (im)possibilities and potentials, provoking deep thinking. Lefebvre (2014) might conceptualise the conspectus of these PGRs as murmuring, though it could be argued that their inherent loitering and stumbling has been amplified by their experiences in a new, unfamiliar and possibly inhospitable terrain. The exploration of Reconnaissance in this paper provokes us to consider further enquiry, particularly in relation to the role of informality in research or perhaps the research of informality. Is informality merely a stage in the research process or something inherent to research itself? Perhaps in this sense Reconnaissance could be said to be more of a disposition than a methodology: a form of low key and in petto research allowing us to ask what is in the heart of the researcher? It will certainly be interesting to record the response and reception of the research methodology community in education to the concept and method of Reconnaissance.

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## Diversifying the teaching workforce: Identifying and supporting those with non-traditional routes into Initial Teacher Training: What is the impact of developing those with non-traditional routes into Initial Teacher Training, help marginalised voices?

**Boyle, Derek; Oberholzer, Lizana; Dixon, Jenny**

*1: Bromley Schools' Collegiate, United Kingdom; 2: University of Worcester*

### The risks of not considering issues of inequality and practitioner education

The recruitment and retention crisis in teaching is well documented over the past 10 years, and in response to this crisis the Department for Education sets out its strategy via the Early Careers Framework (DfE, 2019). The strategy often fails to recognise the importance of diversity and how colleagues from a range of backgrounds can make an invaluable contribution to the learning of others. This paper will identify and explore personal perceptions of barriers to entering the teaching profession through a School-Centred Initial Teacher Training route for those with non-traditional academic pathways into teacher training. The work shared through this paper is an on-going exploration of emerging data of ways in which we can reduce barriers to entry into teaching as a career so we can diversify the workforce, with a particular focus on those wanting to train as primary teachers within Southeast London, and give voice to this group of marginalised voices. The paper will draw on mixed research methodologies with the aim to compare these initial personal perceptions with reflections from past cohorts of trainee teachers who have now qualified and joined the teaching profession who came from non-traditional academic pathway (Cresswell, 2012 and Cohen et al, 2018). Within the paper we will also explore issues of social mobility, barriers to participation in Higher Education and the development of professional identity (Day et al, 2006). We will be considering how we can amplify non-traditional entry points into Higher Education through identifying barriers and solutions or mitigating processes that can support them. This is a mixed research methods project aims to inform organisational responses to the ITT market review (DfE, 2021) as well as the DfE Recruitment and Retention Strategy (DfE, 2019).

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## Decolonising the Research Methods Curriculum

**Brookfield, Charlotte; Saini, Rima; Harley, Jay**

*1: Cardiff University, United Kingdom; 2: Middlesex University, United Kingdom*

### Responses to the Black Lives Matter Movement

In response to wider sociocultural movements over recent years and social inequalities which imbue our society, increasing calls have been made to decolonise the curriculum. This presentation highlights the importance of decolonising the research methods curriculum in sociology and its allied disciplines in the social sciences. In turn, it puts forward some suggestions for how practitioners working across all sectors of education, can effectively respond to some of the discussions arising following the Black Lives Matter Movement. The paper shares examples of good practice which have been introduced at both Cardiff University and Middlesex University to decolonise the social research methods curriculum. The paper also discusses some of the challenges faced by those leading in these curriculum changes. Approaches to decolonising the social research methods curriculum discussed in the paper include the introduction of critical discussions with students surrounding the development of widely used survey measures in the social sciences and the racist histories of the development of scientific methods. The research methods curriculum is chosen as the focus of this paper, in part because the universal nature of this learning across many subject areas and different levels of education, mean that the examples discussed are accessible and transferable to different educational settings. This allows delegates to reflect and consider ways in which they can decolonise their own curriculum. Specifically, the case is made that implementing such practices can have the additional advantage of addressing some of the barriers associated with engaging students with research methods learning (see MacInnes, 2014). For example, many sociology students do not see the relevance of their research methods training to their substantive area of study (Acton and McCreight, 2014). Yet, by having conversations about how different research methods can be used to explore issues of social justice or can be used to give marginalised groups a voice, the relevance of this learning and the development of research skills becomes more pertinent. Similarly, those delivering research methods face challenges, such as the 'departmental loneliness' reported by those teaching quantitative methods or statistics courses (Williams et al., 2004). These challenges can be somewhat

remedied by bridging the gap between methodological and substantive teaching and in turn, bring about greater opportunities for collaborative, co-productive working anchored in the development of the critical, decolonial sociological imagination.

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## Musical identity, creativity, pedagogy and professional formation: exploring inequalities facing the non-classical musician when learning to teach within a changing educational landscape in Wales.

**John, Vivienne Andrea**

*Cardiff Metropolitan University, United Kingdom*

### The risks of not considering issues of inequality and practitioner education

Much has been written on the different learning paths of classical and non-classical musicians (Green, 2002) and the emerging view that the non-classical musician can suffer from marginalisation within the musical hegemony (Butler & Wright, 2021). Adopting the Bourdesian concepts of field, habitus, doxa and capital (1977), this research project explored the extent to which the same pattern might occur when non-classical musicians learnt to become secondary classroom music teachers. It used the Lucas, Claxton & Spencer Creative Dispositions model (2013) to analyse the creative capacities of three non-classical musicians on a PGCE Secondary Music programme in Wales within the backdrop of the emerging Curriculum for Wales and explored their self-perceptions as musicians and teachers. Utilising a mixed methods approach, the findings strongly suggest that non-classical musicians innately demonstrate imaginative, inquisitive and collaborative creative musical capacities. However, learning to teach seems to impact significantly on their pedagogic identity, particularly where underlying performativity cultures exist in schools, combined with hierarchical relationships with mentors that are alien to the type of relationships these musicians have experienced in their non-classical fields. This influences a shift from seeking the creative capital so admired in their musical field to a desire to accrue 'professional' capital in their pedagogic domain, with discipline and persistence becoming sought-after capacities. Moreover, the regression they experience in their creative capacities as pedagogues also seems to negatively affect their creative behaviours as musicians. This has implications for the professional learning of early-career teachers in Wales within a period when creating a 'culture of learning and development where teaching professionals can work more creatively' (Taylor, 2017) is paramount. This research considers the considerable risks associated with undervaluing the creative capacities of non-classical musician teachers who are already a minority group in the profession. The data from this project suggests that some professional learning and mentoring practices in schools currently suppress the very creative capacities that might stimulate such a culture, privileging established practices, conformity and hierarchical ways of working. This in turn can thwart the potential these teachers have to disrupt established pedagogic norms, 'resist orthodoxy [and] reconceptualise expertise' (Daly & Milton, 2017) - essential practices for these teachers and the new curriculum to flourish and succeed.

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## Professional development of Croatian early childhood teachers in virtual world – opportunity or obstacle

**Višnjić-Jevtić, Adrijana; Vukašinić, Antonija**

*1: University of Zagreb, Faculty of Teacher Education, Croatia; 2: Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, Croatia*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

Early childhood education (ECE) in Croatia is part of the education system. Nevertheless, only part of that education is compulsory. It is about 250 hours of preschool program a year before children are enrolled in primary education. This (non) obligation consequently reflects on the status of the profession and the ECE teachers themselves in society. Even though ECE teachers in Croatia are educated on Bachelor and Master level of university studies, society doesn't perceive them as teachers but rather as caregivers. It seems that the educational system doesn't recognize them as equal to other teachers (i.e. primary or secondary school teachers). Consequently, ECE teachers doesn't have an electronic identity that gives them access to a variety of content intended for educators. In pandemic times, this identity was the entrance ticket to various online programs aimed to contribute to the teachers' professional

development. At the same time, many of trainings, lectures and workshops were happening virtually all over the world. Some of teachers saw that as opportunity to join professional communities all over the world. Contrary, some of teachers saw that as an obstacle due to lack of technical equipment, internet connection or language competencies.

To find whether ECE teachers see virtual professional development as opportunity to broaden their professional horizon, or an obstacle group interview were conducted. Participants were 8 ECE teachers differ by: Educational backgrounds (undergraduate and graduate education) Areas they come (rural and urban) Previous virtual learning experience (none of experiences to proficient ones) Perception of their ICT competences (beginner to advanced levels). Participants generally rate virtual education as an opportunity to participate in activities they have special interests. They are positive towards trainings held in a virtual environment mainly because of the possibility to join them any time from their homes. Some of them see “home” education as a challenge because they have to balance between family and professional life. They think that it is not fair for ECE teachers to organize themselves around education in their free time. Participants state that this leaves the possibility for individual ECE teachers not to get involved in anything, explaining it by the lack of equipment or internet connection. They also point out that ECE settings should organize trainings to improve language and ICT competencies to ensure equal participation of all ECE teachers in online trainings. Given the research methodology, these results cannot be generalized. Nevertheless, they may point to the need for systematic research into the professional development of ECE teachers in a virtual environment.

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## Sites of hope: What are the possibilities for activism and resistance for those marginalised in Early Childhood Education and Care?

**Albin-Clark, Jo; Archer, Nathan**

*1: Edge Hill University, United Kingdom; 2: Leeds University, United Kingdom*

*Albin-Clark, Jo; Archer, Nathan*

Our joint research is centred on the small resistances that teachers and practitioners make as everyday practices with the care and education of young children. Our individual research enquiries have much in common in that we always circle back to how educators are positioned and marginalised (Cameron and Moss, 2020). Whilst our previous studies have involved documentation practices (Albin-Clark, 2021) and professional identities (Archer, 2020), our common ground as researchers is a growing disquiet about how educators find places and practices that resist dominant narratives (Moss, 2018). Through an interpretative study that puts to work third space theories, (Bhabha, 1994) our present paper explores a narrative enquiry of two micro-moments from our data that act as emblems for resistance; one that involves children sliding and another that involves children dangling. We ponder with these small events to think with ideas of mundane politics, small actions and implicit activisms that generate everyday places for resistance, where marginalised agencies and voices can be amplified (Horton and Kraftl, 2009; Millei and Kallo, 2018). We call on educators to recognise that small and large-scale actions can produce sites for hopeful and flourishing pedagogies that can shift from marginalisation to more active politicised resistance. We argue that through practicing critical awareness and transgressive imagination, educators are well placed to articulate counter narratives and alternative ways of being and doing.

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## Factors that promote or inhibit primary pre-service and early career teachers' ability to exercise their own professional judgement: a rapid review of the literature.

**Williams, Shan Elin**

**The risks of not considering issues of inequality and practitioner education**

This paper reports the findings of a systematic rapid review of the international literature related to professional learning of early career teachers (ECT) of learners aged 3-11 years. This review was undertaken to inform an ESRC funded doctoral study exploring teachers' experiences of professional learning in Wales. High rates of attrition during the initial years of teaching have led to a significant shortage of teachers in Wales (Government Social



Research 2019). As teacher shortages are linked with falling educational standards, strategies to strengthen the professional learning of ECT are a key feature of Welsh Government's recent national workforce plan. Policy documents articulate that early career support will be consistent with the drivers of the National Approach to Professional Learning, a new professional development model that aims to ensure the teaching workforce has the required knowledge and skills to build the implementation of the proposed Curriculum for Wales (Welsh Government 2019). Much literature indicates that top-down pressure to reform will not yield the outcomes desired, and that professional judgement is required to cope with increasing change (Thomas 2018). Professional judgement is defined as the practitioners' ability to make their own informed decisions about their practice based on curriculum expectations, professional knowledge as well as research findings and processes (ETFO 2016). However, variability in access to high quality professional support and learning opportunities for ECT to develop further their professional judgement and expertise highlights potential inequalities. These may be particularly impactful on ECT as their professional identity is less stable, making them more susceptible to burnout (McKay and Manning 2019). This rapid review focused on factors that promote or inhibit primary pre-service and early career teachers' ability to exercise their own professional judgement. By using simplified systematic review methods, PRISMA guidelines were adapted to communicate essential components of the research (Moher et al. 2009), and thematic synthesis was used as a framework to identify major recurrent themes. Early findings will be presented and discussed in terms of how they relate to the Welsh educational context.

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## Inequalities in NQTs' experiences of 'being mentored' in Wales

**Holloway, Julia Mair**

*University of Wales Trinity Saint David, United Kingdom*

### The risks of not considering issues of inequality and practitioner education

This paper reports the findings of an original research study focused on understanding the experiences of Newly Qualified Teachers (NQTs) in Wales of 'being mentored' during their first year of teaching during the last academic year. NQTs have within this timeframe also been navigating both the impact on schools of the global Covid-19 pandemic and the backdrop of radical policy change within the Welsh education system (Welsh Government 2017; OECD 2017). There is a wide international consensus that transition from initial teacher education through the mandatory one-year induction period is a complex and pivotal phase in the professional pathway for early career teachers (Feiman-Nemser 2012; Hobson et al 2009) and can have a lasting impact on teachers' relationship with the profession and their identity (Van der Wal et al 2019). Current education policy in Wales indicates a renewed focus on improving the induction process and professional learning and development of NQTs as a priority within the broader reform agenda. This includes a commitment to the development of a national dedicated coaching and mentoring programme and plans to create a national professional learning package for early career teachers (Welsh Government 2019). The study adopted a qualitative, longitudinal design and used in-depth, online, semi-structured interviews with nine NQTs at four points across the academic year. Initial findings from a thematic analysis of the interview data have revealed a range of inequalities in terms of the provision of mentoring for NQTs, and the ways in which they perceive that 'being mentored' supported their practice and professional learning in their first year of teaching. Also highlighted were discrepancies in the enactment of current Welsh Government policy in different contexts which is impacting on the mentoring experiences of NQTs, notably in the degree to which they encounter collaborative professional learning opportunities in order to transform practice. Furthermore, it appears that context specific responses to Covid-19 restrictions is causing a further layer of variation in terms of mentoring provision and professional learning opportunities. The paper explores the problematic nature of the identified inequalities in terms of the mentoring of NQTs in Wales and asks what might be done to address these issues and prevent them from being further exacerbated or compounded?

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## Using the Delphi method as a professional learning tool, to enhance middle leaders' role in social justice leadership.

**Torrance, Deirdre; Forde, Christine; Mitchell, Alison; Harvey, Julie; McMahon, Margery**

*University of Glasgow, United Kingdom*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This paper relates to Theme 1 around reframing conversations in professional learning regarding inequity. Social justice remains a policy priority for Scottish education (Forde and Torrance 2021). Indeed, the professional standards are underpinned by the statement that: "A commitment to the professional values of social justice, trust and respect and integrity are at the heart of the Professional Standards and underpin our relationships, thinking and professional practice in Scotland." (GTCS 2021: 4). However, the Covid-19 pandemic has highlighted the stark inequalities which persist in society, affecting the educational experiences and outcomes for pupils. There remains the question of the extent to which social justice is both understood by leaders (Bogotoch 2008) and drawn upon to shape school practices (Ryan 2010). Therefore, there is a need to explore the ways in which understandings and practice can be developed through professional learning. This paper reports on the use of the Delphi method to set the agenda for professional learning for middle leadership. In Scottish schools, the middle leadership role continues to evolve (Forde et al. 2019), underlined by a specific professional standard (GTCS 2021). Middle leadership constitutes a diverse role including curriculum leadership, subject/faculty leadership, pastoral care, learning support as well as areas related to diversity and equity, and the leadership of school development priorities. However, to date, there has been little consideration of the role and work of middle leadership as a team; the contribution that the role can make to social justice leadership practices; the professional learning needs of social justice middle leaders (Forde and Torrance 2017). Throughout the Covid-19 pandemic middle leaders have, through necessity, often acted with increased autonomy. This in turn has reframed conversations regarding school efforts to address inequities through the practice of middle leadership more broadly and the practice of social justice middle leadership more specifically. This paper presents findings from original empirical research exploring the middle leadership role and its enhanced contributions to social justice leadership through school responses to community inequalities during (and after) the Covid-19 pandemic. In this empirical study, the Delphi Method provides a useful method, offering "a communication structure aimed at producing a detailed critical examination and discussion" (Greene 2014: 6). Additionally, the method encourages reflection and critical appraisal by individual participants. The exchanges between participants - round by round - helps build a collective stance around policy and priorities, contributing to the building of consensus (Rayens and Hahn 2000), reinforcing a common purpose, promoting greater understanding of the complex issues of social justice leadership. Through this process, the researchers have gained better informed understandings of the practice realities experienced by middle leadership teams, including the opportunities and challenges faced by them in relation to social justice leadership practices. The authors identify key implications for enhancing the agency of middle leaders in schools. With that, key implications are identified for the longer-term professional learning of middle leaders, beyond the ad hoc practice learning they engaged with on the hoof throughout the crisis of the pandemic, with its potential for inequities.

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## Developing diverse leadership teams, reflecting the communities Teacher Educators serve: What is the impact of pro-bono coaching and mentoring support for future leaders in schools and education contexts?

**Oberholzer, Lizana**

*University of Wolverhampton*

### The role of human experiences, identities, and culture in professional learning and practitioner education

This paper explores what the impact is of providing pro-bono peer mentoring and coaching opportunities for BAME leaders, to develop as future leaders, in their learning communities. 3.1% of headteachers in the UK are from British Ethnic Minority Groups (BAME), and that in primary 31.4% of all learners are BAME and in secondary 27.9% according to a DfE (2016) paper. Oberholzer (2019) as well as Porritt and Featherstone (2019) point out that in diverse communities, it is important to have leaders that mirror the community they serve, to ensure that learners are provided with aspirational role models. The data highlights that senior leadership teams often do not reflect the

communities they serve, and that they become marginalised voices in their own teaching and learning communities. BAME educators often report that they experience significant challenges when applying for leadership roles, and that they are often unable to break the glass ceiling to progress (Elonga Mboyo, 2019). Coalter (2018) highlights the importance of diverse leaderships within education contexts, and states that it makes a significant difference in regard to the outcomes for learners if teams are more diverse. The CIPD echo this point in their research conducted in 2016. This qualitative research study explores how coaching and mentoring can be utilised to support future leaders to develop their self-efficacy to enable them to be well prepared for their future next step. The paper reflects on strategies to consider on how to develop mentors and coaches to support BAME leaders on their journey, as well as the impact of their coaching and mentoring on the future progress of colleagues and beyond. The paper is tracking the progress of a coaching and mentoring programme which was established and developed over the past 3 years, and it evaluates the impact of the journey in relation to the outcomes for future BAME leaders, and how their marginalised voices are elevated to enable them to serve the communities they are in.

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## Teacher professional learning in Scotland during the Covid-19 pandemic: lessons learned for a more equitable future

**Oates, Catriona; UWS, United Kingdom; Kennedy, Aileen; McLennan, Carrie; Paterson, Anne; Dick, Suzie; Simpson, Charlene**

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

Initial reactions in education to the effects of the Covid19 pandemic have been concerned largely with the experiences and well-being of children and young people, often detailing the inequities of these experiences as they correspond to existing socio-economic fault-lines (Cullinane and Montacute 2020). The pandemic has also surfaced challenges, surprises and opportunities for teacher professional learning however, in Scotland, as much as elsewhere. This symposium addresses three main aspects of teacher professional learning in the Scottish context that have been cast in a new light as a result of the pandemic. These are: the implications for teacher PL and digital pedagogy in 'third spaces' (Soja 1996); navigating the inequities experienced by teachers in the rural environment and the role of the standards in supporting PL in the pandemic. The symposium seeks to explore some of the challenges encountered by teachers as they adapted to new practices. It also considers how the pandemic has refocused professional learning priorities in a way that allows us to consider possibilities for a more equitable future. Paper 1 provides a general overview of teachers' PL experiences during Covid19 including a contextualisation of the PL landscape in Scotland. It highlights the importance of taking forward some of these unintended changes into our future practices. Paper 2 presents an empirical study that offers understanding of how the pandemic disrupted the binary school/home divide. It uses Soja's (1996) 'third space' analogy in analysis as a generative approach that widens conceptualisations of pedagogical spaces, teacher identity and how knowledge is valued beyond prevailing binary understandings. Challenges, possibilities and implications for policy and professional learning in building on what lockdown has shown us to be possible are offered. Further challenges and inequities of teachers' experiences are considered in paper 3, which explores teachers' PL experiences in rural and outdoor contexts. It considers how place-based approaches offer possibilities for schools and teachers to respond positively to the lives of the community where they are situated (Bartholomaeus 2006). It concludes by offering further possibilities for redressing some of these inequities using a place based approach to professional learning. Weaving through all of this work is the suite of Professional Standards as the spine of PL in Scotland. There are implications from teachers' experiences and lessons learned in the pandemic as detailed in the papers above. These challenge the responsiveness of the standards to support teachers' PL during Covid. This final paper presents the standards as a means of self-evaluation to support teachers in identifying and responding to their professional learning needs, whilst navigating the developmental and regulatory functions the standards perform. In adapting Evetts (2013) model of prescribed and enacted professionalism, a new model of hybrid professionalism is offered, which gives a new perspective on supporting the use of Professional Standards in the hybrid teaching and learning environment. We hope to engage colleagues in discussion of the reframing of conversations regarding inequity in professional learning and practice in education in exploring the possibilities offered in each of the papers.

## **Teacher professional learning in Scotland during (and after) the Covid-19 pandemic: A story of hope and humanity?**

*Kennedy, Aileen (University of Strathclyde);*

The Covid-19 pandemic changed teachers' personal and professional lives overnight as we all moved our lives online to be at a safe social distance from each other. This has been a leveller in that almost nobody has escaped the influence of the pandemic, but Covid-related mitigations in teacher professional learning have undoubtedly made issues of access and equity better for some and more challenging for others. This article explores how changes to teacher professional learning in Scotland have both advantaged and disadvantaged particular teachers in particular contexts. It then goes on to illuminate how elements of the pre-pandemic dominant discourse in teacher professional learning have been both maintained and disrupted. It concludes by articulating a series of lessons learned: things to be kept, nurtured, developed; things to be avoided or to be wary of; and excitingly, things that might be possible in the future as a result of this experience.

## **Technology as Thirdspace: Teachers in Scottish School Engaging with and Being Challenged by Digital Technology in First COVID-19 Lockdown'**

*McLennan, Carrie (University of Dundee);*

This presentation looks at the impact of digital technology on teaching and learning in primary schools in Scotland during the first COVID-19 lockdown. The pandemic has challenged our understanding of schooling. Schools as we know them were shut and the school building was removed as the site of teaching and learning. This paper uses the concept of Thirdspace as developed by Edward Soja (1996): an in-between space offering ways to think/act otherwise. Through a qualitative study, it explores how the lockdown in general, and digital technology in particular, facilitated a Thirdspace in the first COVID-19 lockdown. Findings indicate that engaging with digital technology offers the teacher more possibilities than they have come to expect in the physical space of traditional schooling. Three themes will be discussed that have implications for professional learning: what is of value/not of value (knowing/not knowing); teachers as parents/parents as teachers; and children learning new concepts/consolidating concepts.

## **Teacher professional learning in a rural context: experiences during Covid 19**

*Paterson, Anne (University of Strathclyde); Dick, Suzie (University of the West of Scotland);*

Many issues, including cost of living, social/ familial bonds, recognition of contextual differences are evident as research priorities in rural schooling. Harman et al (1996) noted issues concerning rural schools cover economies of scale, staffing recruitment and retention, leadership styles, curriculum development, management structures, community partnerships, technology, and human resources. Exploring professional learning in a remote setting highlights the challenges and dilemmas it can pose. Rural professional learning is often viewed as a deficit model; being defined by what it is not, rather than by what it is (Hewitt, 1992; Ricketts & Johnson-Webb, 1997). However, the Covid19 pandemic has seen major improvements in the development of digital learning. Digital tools are now available for teachers to access professional learning and to network. Place based learning becomes a tool for professional learning: examples of how this has developed, based on on-going studies across rural and island professional communities will be demonstrated.

## **Reframing Scotland's Professional Standards and the challenges of their role in supporting PL for teachers post COVID-1**

*Simpson, Charlaine (General Teaching Council of Scotland);*

The impact of Professional Standards on teachers, their professional learning and development, and their learners is under-researched. This paper shares some of the findings from an EdD thesis that investigated how teachers in Scotland enact Professional Standards. Identification of the professional learning needs of teachers is premised on a rapidly evolving knowledge agenda in both theory and pedagogy, as has been highlighted during the COVID-19 pandemic. The paper discusses the purpose of the standards as regulatory and developmental frameworks. It argues that a developmental positioning of Professional Standards can offer a guide for teachers to describe their professional learning in addition to supporting professional learning and growth, when used as a self-evaluation tool. An adaption of Evetts (2013) model of hybrid professionalism is offered; it, highlights the tension between prescribed and enacted professionalism and addresses how teachers position themselves within the discourse concerning PL needs and school improvement.

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## Lifting the lid ... Engaging in teacher enquiry for professional learning – transformational or time wasting and trivial!

**Morgan, Alexandra; Milton, Emmajane; Clement, Jennie; Burgin, Vicky; Howlett, Wil; Mullane, Lisa**

*Cardiff University, United Kingdom*

### The risks of not considering issues of inequality and practitioner education

This symposium presents perspectives from teacher educators and practitioners on their experiences of supporting and/or undertaking teacher enquiry. It acknowledges the challenges of this within a 'directed profession' (Daly et al 2020) and discusses the ways that teacher enquiry can be transformational – if you have the space, support and motivation to really 'lift the lid' – or alternatively can be time-wasting and trivial. Paper one draws on the reflections of four teacher educators who have worked intensively to support professional enquiry with teachers across Wales. In reflecting on and learning from these experiences, they have developed shared understandings of supporting teacher enquiry. On this basis the paper proposes a set of key considerations that might usefully underpin and help shape approaches to meaningful professional enquiry. The rationale for each key consideration is presented with illustrations from practice. The second paper considers the extent to which new 'spaces' have been created to support professional enquiry in the National Professional Enquiry Project (NPEP) in Wales. Based on experiences with practitioners working on this project this paper explores and questions how spaces have been created and what purpose they serve within this national approach. It also examines the ways in which teachers perceive, use and navigate these spaces - reflecting on their nature and how they might support teachers to engage in meaningful teacher enquiry. The third aspect charts the learning and experiences of one primary school leader/practitioner in undertaking an enquiry in her school. This project funded by the National Academy for Educational Leadership (NAEL) in Wales enabled the practitioner to have significant input and access to academics with expertise in working with teachers on enquiry. Set against the backdrop of the COVID-19 pandemic the teacher's own perceptions of the challenges, misconceptions experienced and benefits that have resulted from this process are shared and explored. Valuable insights into how enquiry in schools can be enacted and understood are identified. The final element explores an approach taken by a headteacher and his whole school staff to engaging with practitioner enquiry for professional learning. Their experiences of the challenges, complexities, opportunities and lasting impact of this way working are outlined together with the underpinning elements that were central to this approach. Collaboration, space and time enabled staff to: listen to each other, question their practice and engage in safe but 'risky talk' (Eraut 2000) about practice. Also central to the process was externality achieved through engaging with alternate perspectives - working with teacher educators, reading key pertinent literature and drawing on learner experiences – which all helped to challenge established ways of thinking.

#### **Teacher enquiry for meaningful professional learning: key considerations**

*Morgan, Alexandra (Cardiff University, United Kingdom); Milton, Emmajane (Cardiff University, United Kingdom); Clement, Jennie (Cardiff Metropolitan University);*

Paper one draws on the reflections of four teacher educators who have worked intensively to support professional enquiry with teachers across Wales. In reflecting on and learning from these experiences, they have developed shared understandings of supporting teacher enquiry. On this basis the paper proposes a set of key considerations that might usefully underpin and help shape approaches to meaningful professional enquiry. The rationale for each key consideration is presented with illustrations from practice.

#### **'Creating spaces' to support professional enquiry in the National Professional Enquiry Project (NPEP) in Wales**

*Clement, Jennie (Cardiff Metropolitan University);*

The second paper considers the extent to which new 'spaces' have been created to support professional enquiry in the National Professional Enquiry Project (NPEP) in Wales. Based on experiences with practitioners working on this project this paper explores and questions how spaces have been created and what purpose they serve within this national approach. It also examines the ways in which teachers perceive, use and navigate these spaces - reflecting on their nature and how they might support teachers to engage in meaningful teacher enquiry.

#### **A professional learning enquiry: Improving spelling- the value of looking through the eyes of the learner**

*Burgin, Vicky (Lakeside Primary School, Cardiff);*

The third aspect charts the learning and experiences of one primary school leader/practitioner in undertaking an enquiry in her school. This project funded by the National Academy for Educational Leadership (NAEL) in Wales enabled the practitioner to have significant input and access to academics with expertise in working with teachers on



enquiry. Set against the backdrop of the COVID-19 pandemic the teacher's own perceptions of the challenges, misconceptions experienced and benefits that have resulted from this process are shared and explored. Valuable insights into how enquiry in schools can be enacted and understood are identified.

### **The challenges, complexities, opportunities and lasting impact of engaging with practitioner enquiry for professional learning: a whole school approach**

*Howlett, Wil (Albany Road Primary School, Cardiff); Mullane, Llsa (Albany Road Primary School, Cardiff);*

This element explores an approach taken by a headteacher and his whole school staff to engaging with practitioner enquiry for professional learning. This illustrates the journey through their experiences and the challenges, complexities, opportunities and lasting impacts of this way working. It focuses on the collaboration that underpinned all aspects of this work and the space and time afforded for staff to: listen to each other, question their practice and engage in safe but risky dialogue. Externality through engaging with alternate perspectives - working with teacher educators, reading key pertinent literature and drawing on learner experiences - was also central to the process and brought value in challenging established ways of thinking.

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## **Issues of gender and diversity: deliberate disruption.**

### **Porritt, Vivienne**

*WomenEd*

WomenEd is a global community of volunteers which has addressed the under-representation of women leaders in education for over 6 years through our specific approach to professional learning and educating our educators. Our research and empirical evidence demonstrate the impact of gender on promotion and retention of female teachers, lecturers, and leaders, particularly BAME women, the large gender pay gap and the lack of flexible working opportunities. I will analyse gender related challenges and disadvantages for women leaders including the threat from Covid related issues. WomenEd's global community educates women to bring about change from a social media base of 37 networks from Canada and the US, through the UK and Europe, to Asia and Australia. These networks explore why female leaders are treated inequitably and, through development opportunities, share how this must and can be changed.

Evidence from business suggests a strong correlation between a diverse organisation and improved decision making. Diversity improves the bottom line which, for me, is young people's learning and life chances. A more equitable and flexible approach is needed to diversify the education workforce and recruit and retain excellent teachers and leaders. To achieve such an approach, I argue that leaders must now be more deliberate in changing the landscape of leadership. Disruption of the processes for recruitment, talent development and retention help to change the look and behaviour of leaders and I will share practical and tangible ways in which we can achieve positive and constructive disruption for women leaders in education.

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## **Innovation Labs as Engines for Schools Transformation**

### **Al-Fadala, Asmaa**

*Qatar Foundation*

Education has been in the midst of a global transformation effort for quite some time. While education reform has been a central focus for decades, in the last five years especially the conversation has shifted from reform to redesign—to transforming our fundamental model of teaching and learning from the “sage on the stage” model that emphasizes the acquiring of knowledge, to learner-driven personalized learning. The drivers for this deep change include global shifts in workforce skills and societal demands, mounting evidence on the science of learning and what environmental factors most effectively support learning, as well as the impact of emerging technologies which are revolutionizing the field with their ability to offer more personalized approaches to teaching and learning in alignment with learning sciences research. Taken together, these convergent factors create the context and the conditions and the call for the redesign of education and schooling to meet the needs of learners today and in the future. In February 2020, WISE launched the WISE Innovation Hub as a platform and research collaborative to support schools in their effort to design their way to the future. Over the course of more than a year, the WISE Innovation Hub worked with three schools of varying demographics and geographical locations, to set up their own “Innovation Labs” – a research, development and innovation unit embedded inside a school to propel the design and

implementation of future-focused structures to address critical learning issues, including those related to curriculum, teaching, assessment and learner outcomes. Although this initiative was established before the COVID-19 pandemic, it became a timely mechanism for understanding rapid transformation and innovation in practices at a time requiring this of most schools globally.

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## (Un)Professional (Un)Learning

**Shah, Vidya**

*York University*

What might we learn about the limits and possibilities of professional learning and professional development when we examine spaces of self-directed educator learning that often occurs outside of the formal structures of schooling? What desires for learning and being are unmet in more traditional professional learning spaces and how are educators attending to these desires for themselves? Dr. Vidya Shah will share examples of educators from Ontario, Canada exploring identity, power, difference, and becoming in spaces they have co-created to meet their needs of intellectual curiosity, embodied knowing, and educational activism. Many of these spaces are developed at the personal expense of educators' time, finances, and energy, or make space for new educational economies supported by educators, for educators. Drawing on examples of both in-person and online educator communities, this presentation challenges notions of "professionalism" and "learning", as well as disembodied, secular, detached, and technical approaches to professional learning. Instead, it presents ideas for critical, interconnected approaches to professional engagements, which center collective healing, relationality, and embodiment, as essential to pedagogies of justice and liberation.

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## Heuristically speaking: The place of talk-in-practice of the Welsh Baccalaureate Co-ordinator.

**Penikett, Judith**

*Cardiff University, United Kingdom*

### The role of human experiences, identities, and culture in professional learning and practitioner education

This study was undertaken as part of a doctoral thesis which used the personal narrative (Clandinin and Connelly, 2000) to understand the agentic practices of the Welsh Baccalaureate Co-ordinator [WBC]. Set within the context of universal adoption and influenced by diverse Welsh Government school performance measures the WBC's professional practice is captured within the metrics of Key Stage 4 performance measures. This study aims to understand the heuristic practices of those who are positioned on the front-line of delivering curriculum innovation. It calls for a greater emphasis to be given to the importance of (re)telling stories to understand practice and to acknowledge the significance of talk-in-practice as a means of developing agency. Based on fifteen semi-structured interviews this study has implications for the wider profession when initiating curriculum changes and illustrates how the concept of talk is made manifest within agentic practice. This study relates to the conference strand of 'The role of human experiences, identities, and culture in professional learning and practitioner education'. Focus: This study seeks to initiate a greater understanding of heuristic practices. It considers the efficacy of talk-in-practice and draws upon Elwyn et al's., (2016) types of talk. It considers how the place of talk can be used to enrich the agentic capability of practitioners (Emirbayer and Mische, 1998). Methods: The overall approach is qualitative, which is intended to provide insight regarding the lived experiences of the WBCs who play a vital role in securing pupil outcomes and of achieving school-wide improvement. This data was subjected to a reflexive thematic analysis. Results: This study illustrates a diversity of settings within which the WBC operates. Through the construction of a number of heuristic network maps, a range of 'others' who provide talk-in-practice opportunities for the WBC have been identified. The flow, frequency and level of collegiality of these talk opportunities recognise the importance of talk-in-practice and demonstrate the potency of heuristic engagement within the practical-evaluative dimension of agency. This supportive form of talk encourages agentic capability when responding to the challenges and opportunities of implementing a newly revised curriculum. Talk-in-practice constitutes a dynamic form of professional development within a safe environment to nourish the practical-evaluative and projective dimensions of agency. Conclusions: This study suggests there is varying awareness of importance and participation in heuristic and talk-in-practice opportunities amongst practitioners. It questions whether talk-in-practice is valued highly

enough during the time of policy enactment, and concludes that the sharing of experiences through the of (re)telling stories is vital to the development of an active practical-evaluative dimension of agency.

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## Algebra for all? Exploring professional development in mathematics teaching during Covid-19

**Henessey, Rebecca; Cooksley, Peter; Parry, Alex; Jones, Jo; Chancer, Libby; Lewis, Helen**

*1: Swansea University, United Kingdom; 2: St Cyres Comprehensive, Cardiff; 3: Afon Taf Comprehensive, Merthyr Tydfil; 4: Pendoylan CIW Primary School, Vale of Glamorgan*

### The impact of Covid-19 on reframing conversations regarding inequity in professional learning and practice education

This presentation explores the experiences of primary and secondary teachers undertaking professional learning in Wales during the Covid-19 pandemic. The focus was on exploring the teaching of algebraic reasoning. Within the literature there is debate regarding the teaching of algebra: 'some educators believe in "algebra for all," they question what constitutes the algebra everyone must take and how it can be delivered to all students. Others believe that algebra, like college, is not for everyone' (Morgatto, 2008:215). However, there is agreement that professional development for teachers regarding both mathematics content and instructional techniques is paramount. Although many children are inherently curious about mathematics when they enter school, most do not maintain this curiosity because problems are not always presented in a way that resonates with their lived experiences. Indeed, to maintain motivation children need access and opportunity in mathematics to solve problems that are important to them (Weissglass, 2001). This project allowed the teachers time to discuss, reflect and explore their teaching. Undertaking this project during Covid-19 offered opportunities to reframe and rethink what mattered to them in terms of professional learning. We hear from the teachers as they reflect on their experiences and the impact that this will have on their pupils and on their future engagement with professional learning.

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## Reflections on collaborative professional learning relationships: bringing an outsider in?

**Culshaw, Suzanne; Carretta, Ambra; Samways, Andy**

*1: University of Hertfordshire; 2: Woodbridge School; 3: Unity Research School*

### The role of human experiences, identities, and culture in professional learning and practitioner education

This paper presents ongoing research enquiries in two educational settings, an independent fee-paying secondary school and a state-funded Multi-Academy Trust. Practitioners in both settings have established a working relationship with an external educational researcher (1st author) who is now working with them on professional learning projects. In one setting, an Assistant Head (the 2nd author) is looking to establish a new climate of professional learning in her school. This Assistant Head is aware that the proposed changes at her school might be received with a range of responses including scepticism, fear, positivity and uncertainty. The external researcher she is working with offers a particular model of critical friendship, which is based on coaching approaches using principles of the Thinking Environment (Kline, 1999); The researcher is able to ask incisive questions and offer alternative viewpoints. This Assistant Head is increasingly engaging with the educational Twitter community and wider reading, in part as a result of connecting with the researcher. Recently, the researcher has spent time in the school training all teaching staff and encouraging them to engage in professional conversations. The training seemed to provoke a number of emotional responses, with some staff stating that they had felt listened to and appreciated. Overall, staff seemed keen to engage in professional conversations; feedback from the training suggests that the training was useful, engaging and enjoyable. In the other setting, the external researcher is working with the Director of a Research School (3rd author) to trial a creative approach to reflective practice, with a specific focus on the emotions of leadership. This grant-funded project is using the notion of Rivers of Experience (Sutcliffe et al., 2016) to allow participating leaders to respond to a series of focus questions. These leaders have creative freedom in how they choose to respond, including using poetry, arts-based methods, audio responses, etc. Participants have reported finding the process powerful, as a way to stop and reflect, especially during recent lockdowns. Having the chance to revisit their responses via a digital River of Experience was experienced as a useful way to reflect on the past year and the challenges it had presented (Culshaw & Samways, 2021). This paper draws together practitioners'

and researcher perspectives on and experiences of working together and explores how this collaboration seems to be enabling different kinds of professional conversations, reflections and learning. The emotional labour (Hochschild, 1983; Hargreaves, 2007) of teaching and leading is being acknowledged in the process and it seems that the creative approach used in one of the settings is allowing teachers and leaders to surface and develop a sense of aesthetic awareness (Woods, Culshaw et al., 2020). The authors will present their experiences of working together and will consider the extent to which they identify themselves as insiders or outsiders. Although perhaps it is, in fact, time to abandon the 'dichotomous perspective' (Dwyer & Buckle, 2009, p.54) of the insider or outsider and embrace the complexity of the space in-between.

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## The Effect of Using Rich Authentic Practicum Portfolios on Hebron University Student-Teachers' Self-Efficacy and Attitudes towards Teaching

**Jondi, Nabil; Minshar, Manal Abu**

*Hebron University*

### The role of human experiences, identities, and culture in professional learning and practitioner education

Using portfolios in teaching at Palestinian Universities has become essential evidence of concrete courses deliverables. From experience, the use of portfolios proved to be a good tool of assessment for learning and equipping students with various types of knowledge, mainly content knowledge and pedagogical content knowledge. This study aimed to investigate the effects of using rich authentic portfolios in Practicum Courses on student teachers' self-efficacy and attitudes towards teaching grade (1-4) pupils at schools in Hebron district-Palestine. 120 student teachers enrolled in the BA Basic Education Grades 1-4 program at Hebron University participated in the study during the 2nd semester in 2020. The Schwarzer & Jerusalem (1995) General Self-Efficacy Scale (GSE) and the Attitude Scale towards Teaching Profession (ASTTP) (Tezci & Terzi, 2010) were used to assess the general sense of perceived self-efficacy and attitudes towards teaching. The Palestinian Teachers Professional Development Index (PTPDI) was used to investigate the teaching competencies that student teachers have and to sort the student's portfolio into either rich portfolio or poor portfolio. The (PTPDI) was developed in 2017 by the Palestinian Ministry of Higher Educators in Palestine in cooperation with local and international experts. The scales were applied on student teachers by the end of the Practicum courses during which student teachers are trained on building rich authentic tasks portfolios. The validity of both scales were calculated using Cronbach Alpha with (0.82) for GSE and (0.92) for ASTTP. The findings indicate that rich authentic portfolios significantly contribute to both GSE and ASTTP. The independent sample t- test revealed that there are significant differences in the means of students' degrees on both General Self-Efficacy Scale (GSE) and Attitude Scale towards Teaching Profession (ASTTP) due to the type of portfolio (rich, poor) in favor of the rich portfolios. The t- values were 2.3 and 2.2 respectively. This indicates the role of rich authentic portfolios in enhancing both self-efficacy and attitudes towards teaching pupils in grades 1-4. Moreover, the study revealed that the student teachers enrolled in the Basic Education Grades 1-4 programme who are learning practical education had high levels of Attitudes towards Teaching Profession (m= 3.4 out of 5), and also had high grades on General Self- Efficacy (m=3.3 out of 5). The study also found no differences in the degrees of both Attitudes towards Teaching Profession and General Self-Efficacy among student teachers due to both gender and GPA level. The researchers recommended that a) other researchers can use the PTPDI as a tool for evaluation student teachers' capacities in teaching; and b) the necessity of using rich authentic portfolios in practicum courses as a tool helps student teachers to acquire the appropriate teaching competencies.

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## Recognising marginalised learners in a fragmented educational system: a value driven approach.

**Devlin, Linda**

### The risks of not considering issues of inequality and practitioner education

Education Futures Collaboration (EFC) has been evolving for many years to:

- Transform the quality of learning and teaching in education by providing accessible relevant research informed professional knowledge

- Create a joined up education profession linking pockets of excellence in teaching, research and evidence based practice
- Provide diagnosis and intervention strategies to help educators and students overcome misconceptions and break through barriers to learning threshold concepts
- Develop models of transformational and translational research in education, using scalable and cost effective technologies

This values driven innovation supports the development of research-based resources developed by practitioners. During the period of the pandemic the focus of the work of the charity has addressed the risks posed by global issues of inequality and the impact on education practitioners who are attempting to overcome a range of system inequalities. The question under consideration is how the risks identified can be ameliorated by those educators that wish to work towards a globally generated knowledge base for educating globally, freely available to all.

Evidence has been gathered through a series of international workshops organised by ICET and EFC. These events were followed up through two local focus group discussion who reviewed the outcomes from the global report and considered the implications for the local and national context. The comments were captured from a range of participants including teachers, lecturers and teacher trainers. The themes relating to reported practice and the values that underpinning them are reported in this paper.

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## Educational-practitioner self-study research as continual professional development: addressing issues of marginalised voices and inequity through professional learning and education.

**Huxtable, Marie**

*University of Cumbria, United Kingdom*

### The role of human experiences, identities, and culture in professional learning and practitioner education

The context of this research is my desire to promote and support education as a life-long values-laden educational process of learning to live a satisfying, productive and worthwhile life for self and others. I believe we have a responsibility to contribute to our own educational development and that of communities, local and international, we live and work in. To realise this responsibility we need to continually improve our professional learning and education. This includes developing skills and abilities necessary for us to be able to articulate, hear, value and work with the knowledge we and other people create and contribute to developing societal cultures distinguished by humanitarian values such as equity. Living Educational Theory Research is a form of educational-practitioner self-study research. Whitehead (1989, 2018) coined the term 'living-educational-theory' to mean, a researcher's validated values-laden explanation of their educational influence in their own learning, the learning of others and the learning of social formations they live and work in. As an educational-practitioner researches their practice to improve it and generate their living-educational-theory they realise their professional responsibilities, which include holding themselves ethically to account for their practice and contributing to systemic change which brings into being a more humane, inclusive and egalitarian world. The focus is on demonstrating how engaging in Living Educational Theory Research, as continual professional development, can help to address issues of marginalised voices and inequity through professional learning and education. The voices brought into focus here are those of educational-practitioner researchers who confront and resolve issues of marginalisation and equity by contributing to worldwide academic, intellectual and scholarly discourses for the flourishing of Humanity. The data analysed is of Living Educational Theory Research legitimated at Masters and Doctoral level, published papers and living-posters of a world wide community of educational-practitioners (<https://www.actionresearch.net/writings/posters/homepage2021.pdf>).

The originality is in the methods used to demonstrate how engaging in Living Educational Theory Research as CPD helps educational-practitioners to address issues of marginalised voices and inequity through their professional learning and education. The methods used include that of empathetic resonance to analyse digital visual data to clarify and communicate the meanings of values as explanatory principals and standards of judgment in accounts of living-educational-theory-research. The methods include the use of living-posters to clarify and communicate the beginnings of an individual's living-educational-theory-research and their personal and social identity as a member of a worldwide community of educational-practitioners. The significance of the paper is in the explanation offered of



how professional educational-practitioners have created answers to, 'What is the role of human experiences, personal and social identities, and culture in professional learning and practitioner education?' and the proactive question, 'How can issues of marginalised voices and inequity be addressed through professional learning and education?' by engaging in Living Educational Theory Research as continual professional development.

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## How can school leaders enhance professional learning through inclusive networks?

**Devlin, Linda; Morgan-Guthrie, Rachel; Wallis, Tracy**

*University of Wolverhampton, United Kingdom*

### The role of human experiences, identities, and culture in professional learning and practitioner education

The development of school leadership capacity that ensures teachers maximise the potential of their professional networks is a highly relevant feature of the professional learning of teachers. In achieving shared goals in an ever-changing environment school leaders need to be able to engage and influence all staff to create an impact on pupil learning. Increasingly this process is enhanced through involvement in learning networks. According to the OECD networks "promote the dissemination of good practice, enhance the professional development of teachers, support capacity building in schools, mediate between centralised and decentralised structures, and assist in the process of re-structuring and re-culturing educational organisations and systems (2003:154). This paper is premised on the idea that the educational context is constantly evolving, and this requires teachers to adapt aspects of their professional practice. Sachs (2001) indicated that collaboration and collegiality are cornerstones democratic discourses. If school leaders do not facilitate the inclusive engagement of teachers, through networking, then some teachers may meet their individual needs through a range of dialogic opportunities but the influence of their learning on pupil learning within the school setting will be limited. School leaders that recognise the networking needs of teachers, as they face new situations, can support inclusive opportunities through supporting collaborative work. This paper recognises that school leaders play an essential role in the implementation and sustainability of inclusive networks within their schools and their wider communities. This paper is based on evidence gathered as part of a European project in five national settings using interviews and a jointly developed questionnaire. The participants from included 5 school leaders from each setting, 25 in total, and 50 questionnaire participants, 250 educators. This evidence was utilised as a basis for the development of a leadership programme relating to professional networks. The evidence presented here supports the view that the role of the school leader is a precondition for successful networking in schools. The creation of effective teacher networks relies on the support of school leaders and a collaborative learning culture. It is also evident that school staff will vary in their enthusiasm and skepticism of the need for networks and the leadership readiness to adopt the concept. However, in a time when networks have become ever more popular as the mode of initiating changes and large-scale reforms there is a strong case for the development of leadership roles that accommodate inclusivity of staff in networking activity. School leaders must be enabled to promote learning activities within an interactive web of leaders and followers in different situational constellations (Hargreaves, 2006) if they are to effectively serve the needs of their learners and the wider community.

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## Choosing a case study approach to capture aspects of religious learning in a marginal Christian group.

**Perry, Paul Francis**

*Dublin City University, Ireland*

### The role of human experiences, identities, and culture in professional learning and practitioner education

In an increasingly religiously diverse British Isles, religious education is taking place in various settings, both formal and informal. In the Irish context it is easy for the voices of some of the marginal Christian groups to go uncaptured and consequently unheard. One such group involves the small but growing numbers of those identifying as Evangelical Christians. The results of the Evangelical Alliance Ireland 2017 census and survey of non-mainstream Evangelical churches identified over 500 such groups, with 46% of their members under the age of 30. While three quarters of these congregations have less than 100 members, over 88% of Evangelical groups grew or remained stable in the five years prior to the investigation. Such statistics, along with the fuller investigation, form a useful

starting point in understanding the identity and religious growth of individuals in these groups and indeed more statistics are required. However, to understand how Evangelical's experience growth and educational development in the Christian faith, qualitative studies must also be undertaken. In that 'qualitative research is not concerned with numerical representativity, but with the deepening of understanding a given problem...[and] the dynamics of social relations' (Queirós, Faria, Almeida, 2017, p. 370), it enables one to work with 'meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships' (Queirós, Faria and Almeida, 2017, p. 70). Having settled upon a qualitative approach to a study, a next question is to decide which type(s) of qualitative research to use. Under the overarching term of qualitative research or qualitative inquiry, many different types are organised in different ways by various writers. Merriam and Tisdell (2015) highlight six of the more commonly used approaches: narrative research, phenomenology, grounded theory, ethnography, and case studies. This paper will explore using case studies to deeply engage with the voices within Evangelicalism. Specifically, it will consider three key writers in the area of case study research and how they could be utilized to capture particular areas of the Evangelical experience.

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## The adventures of kindergarten teachers in proving their professional self-development as a marginalized sector in the Palestinian education system

**Khales, Buad; Halawani, Dima**

*Al-Quds University*

### The role of human experiences, identities, and culture in professional learning and practitioner education

The 2017 strategic plan study of the Ministry of Education in Palestine showed that kindergarten teachers are considered less fortunate compared to their counterparts from primary or higher levels teachers, in terms of society's view to them, unfair educational policies applied in their most basic rights, exclusion from appreciation awards, non-competitive acceptance conditions for kindergarten specialization, the lack of professional development programs for this category, which, if any, do not take into account the actual needs of these teachers. For these and other reasons, the childhood sector has been a marginalized sector in Palestine for many years, until recently the sector has been approved by the Ministry of Education's strategic plan, that recognizes the importance of the kindergarten stage and the importance of paying attention to the needs of its teachers and the quality of programs they need. Therefore, this paper comes to shed light on the voice of these marginalized teachers through the voices of (17) kindergarten teachers from the city of Jerusalem in a science and nature project. This study utilizes qualitative approach by using several tools: semis structured interviews, focus group, content analysis; teachers' reflective journals. Data were analyzed using thematic analysis, means and percentage. Results showed that kindergarten teachers were able to professionally develop their own activities, prove themselves as teachers capable of making change in their kindergarten teaching plan and environment according to professional standards and competences, they also showed high self-confidence, they realized that they can always develop their learning through reflecting on their experiences and other national and international experiences in their field, they believe that this adventure contributed in raising up their voices to prove their professionalism in the kindergarten education.

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## Looking Back Living Forward: academic shambles and embodied academic practice.

**Cross, Beth; Markides, Jennifer**

*1: University of the West of Scotland, United Kingdom; 2: University of Calgary*

### The role of human experiences, identities, and culture in professional learning and practitioner education

This workshop grows out of work Indigenous scholar Jennifer Markides (Chowdhury, Cross and Markides 2021) has been doing over the last five years that brings Indigenous ways of discernment into conversation with academic development. The insight drawn from this work is that it's not the rubric or wheel that makes for holistic learning, it's the process and relationships formed in creating one together in which holistic learning resides. Working with the question: how can our understanding of embodied learning lead to habits of embodied inquiry that better understand what socio-ecological justice means in this time? We want to invite participants to participate in a

writing/making/sensing time as a form of professional learning that engages with Indigenous practices. Our approach to the workshop is framed both by the anthology *Looking Back Living Forward* Jennifer edited (Markides and Forsyth 2018) and the place and presence orientation that Robin Wall Kimmerer (2013) introduces in *Braiding Sweetgrass*. We draw on the Pratchettian (2010) concept of “Shambles”, a device for “exploring the universe” primarily using what is to hand, of the present place and what is in one’s pockets as the provocation we offer for the workshop: what’s one thing that you’ve been most proud of in your career, the areas you are most comfortable working in, something you always wish you could get to or had time for, and one thing that you’d want to be in everyone’s pocket from your work. If you dumped these things out, what would they look like or how could they be represented? How do they “fit” with others in the room? Work to create a shambles with others or on your own. Share a sketch of your shambles from your academic (and personal?) pockets.

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## What is the contribution that teacher education (as a sub-discipline) makes to higher education institutions? Listening to teacher educators’ increasingly marginalised voices

**Oberholzer, Lizana; Hout, Elizabeth; Holme, Richard; Littlefair, David; Durrant, Judy**

*1: University of Wolverhampton; 2: University of Northumbria.; 3: University of Dundee; 4: Canterbury Christ Church*

### The role of human experiences, identities, and culture in professional learning and practitioner education

Teacher education in UK higher education (HE) exists in a contested and ambiguous space. England, perhaps, has experienced the strongest pull away from university-led ITE and pre-service education has been largely school-based here since 1992 (Ellis, 2010), with an evolving inspection framework which prioritises statistical data over other indicators of quality. Universities themselves have come under significant scrutiny in terms of neo-liberal accountability measures, formalised in the 2016 white paper, *Higher Education: Success as a Knowledge Economy*. Teacher educators find themselves subject to standard neoliberal accountability metrics for HE, with an entirely different set of criteria for career success than they have encountered in schools. Many colleagues who were experienced school senior leaders find themselves as very early career researchers in the university. Recent policy changes (DfE 2021) leave HE Teacher Education (TE) under sustained threat. Research was initiated by members of UCET to develop a stronger understanding of the ways in which TE (as a sub-discipline of Education) could claim a vital internal contribution to HE institutions in the UK. For example, as well as generating revenue, TE is vital in community engagement and partnerships, and could facilitate widening participation, access and employability, offers contemporary expertise in improving teaching, learning and assessment and might usefully contribute to university educators’ professional development and leadership capacity. Teacher educators are experts in supporting professional and practitioner learning, reflection and development, in developing conducive learning environments and cultures and in pedagogy, curriculum development and assessment. This raises the question: how is this expertise taken up within the wider HE institution?. Where many education departments have been subsumed into larger units through restructuring, is this in danger of masking knowledge, skills and expertise that could be more valuably deployed within the sector? This discussion paper reports on the initial stage of data gathering involving a qualitative survey of selected teacher educators, which explored the contribution that is made by education departments to the strategic aims of their institutions. It is located in the domains of a) research into teacher education where Ellis et al (2020) have noted the innovations of teacher educators prompted by the urgency of the pandemic, and b) higher education scholarship (for example Johannes and Menter (2021) have explored the impact of HE teaching as a lever for social change). The presentation will allow time to invite participants to contribute their own experiences and views, posing critical questions and challenges for discussion arising from the initial research data.

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## Communities of Learning to enable collaborative professional learning and practitioner education

**Jones, Catherine; Taylor, Lisa; Davidge-Smith, Linda; Cook, Sarah; Rees, Nicola; Johnson, Ceri; Ford, Rachel; Evans, Rhian; Malarz, Kelly**

*1: University of South Wales, United Kingdom; 2: Rhiwsyrdafydd School; 3: Risca Primary School; 4: Blenheim Road/Coed Evan Confederation; 5: Glan Usk Primary School; 6: Ysgol Gynradd Casnewydd*

### The role of human experiences, identities, and culture in professional learning and practitioner education

ITE partnerships in Wales have undergone significant changes through a new model of accreditation which has forced Higher Education Institutions (HEI) to look at their teacher education curriculum and how they work with their schools. This paper considers the experience of an HEI and its partnership schools and evaluates the first year of implementing a new curriculum and a new way of partnership working through communities of learning. It captures the human experience of the stakeholders – HEI; school practitioners and ITE students. The themes of identity and culture are very significant. The new way of working has encouraged us all to think about our identities, roles and how we engage with collaborative professional learning and practitioner education. Five communities of learning were set up to set up as one of the scaffolds for the partnership between schools, students and university staff. Their purpose was a space for professional learning conversations for all parties and no marginalised voices. This is supported by an understanding of how professional learning takes place in a contextually-situated-fashion (Eraut, 2004; Lave and Wenger, 1999; Furlong, 2015; Mutton, Burn and Menter, 2017) The paper reflects on the conversations that have taken place and the implications for professional learning and practitioner education. Context for the study Partnership schools played a significant role in the development of the new teacher education curriculum with the HEI. The role of Quality Assurance (QA) lead was created for each lead school and their contribution is significant to the success of the partnership. The QA leads have worked with HEI colleagues to develop a model of educative mentoring for the partnership and lead the five communities of learning. The communities of learning meet regularly through the academic year and are attended by the QA lead, school mentors. HEI link contact and ITE students. The meetings are designed to be inclusive and encourage discussion of theory and practice. All participants are equally valued and encouraged to participate. The approach that underpins this work is one of theory of change (Laing & Todd, 2015) All stakeholders are working together to understand what is required for professional learning and practitioner education. The data for the evaluation is taken from professional dialogues and evaluation activities. The community of learning and the educative mentoring approach has encouraged a move away from the process driven approach and exposed all participants to more opportunities for professional dialogue and collaboration. This is a cultural change which appears to be having a positive impact on all involved. Schools are taking more of a leadership role, the HEI is working more in partnership with the schools and ITE students are developing their professional voice. In terms of identify, the ITE students appear to have a stronger professional identity and schools are more confident in their role in the partnership. There is critical dialogue between student teachers, the HEI and schools (McGraw et al., 2016; Forgasz, 2016) to be shared.

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## Enquiry and Enrichment: developing a personal and professional learning culture

**Jordan, Fran; Keane, Paul**

*The Federation of Blenheim Road Community and Coed Eva Primary Schools*

### The role of human experiences, identities, and culture in professional learning and practitioner education

This practice spotlight session focusses on the work and experiences of The Federation of Blenheim Road Community and Coed Eva Primary Schools, in Cwmbran, South Wales. Drawing on Sinek's (2009) ideas and considering the needs of all staff, this Federation has worked to create and cultivate an environment which sparks creativity, motivation and autonomy and ensures no member of staff feels marginalised or excluded. Core to the Federation's practices and beliefs is the importance of valuing staff personally and professionally through the provision of protected time for professional learning. Through a school designed 'Enrichment and Enquiry' programme, drawing on the spiral inquiry approach (Timperley, Kaser and Halbert, 2014) practitioners are released on a rotational four-week programme, giving them time to research, discuss, observe, visit other schools and

classrooms and undertake their own inquiry. All practitioners are involved in their own self-selected enquiry project which builds on Pink's (2011) view that motivation is based on three elements: autonomy, mastery and purpose - this design enables and stimulates colleagues to do their best work. Practitioners identify their felt need, which serves as their purpose and then dive in deeper through rich discussions, observations and research. At the end of the enquiry cycle, practitioners share their findings with each other (internally and externally). Through sharing knowledge with each other all staff grow together and feel safe and secure in learning about and questioning each other's research, understanding, and ideas.

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## Strategies used by in-service EFL Teachers when teaching English for Palestine Curriculum Case Study of Teacher Education Improvement Project

**Dweikat, Khaled; Zyoud, Munther**

*Al-Quds Open University*

### The role of human experiences, identities, and culture in professional learning and practitioner education

Teacher education plays a significant role in today's education since it targets teachers' professional development. Hence, EFL teachers should update their methods and strategies of teaching English as a foreign language, to cope with the increasing needs and interests of their students, who are living in a world of sophisticated technology. This study aimed at identifying the strategies used by three female in-service EFL teachers when teaching English for Palestine textbooks and finding out the extent to which teachers use the E4P textbooks flexibly and creatively. To achieve these objectives, the study used a qualitative case study design. Data were collected through three tools: an observation checklist, focus group discussion held through Zoom video conferencing and teachers' self-reflection. Results of the study revealed that the teachers used the strategies they learned from TEIP effectively. They used a set of strategies like classroom management strategies, questioning strategies and a range of instructional strategies to facilitate student learning. Regarding educational resources, the three teachers used games, drama, videos and role-playing. The three teachers also used reflection to reflected on their teaching by providing a set of examples of how they conducted their classes.

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## Reframing conversations on the professional formation of teachers in Wales in the context of the COVID-19 crisis and its impact on schools.

**Milton, Emmajane**

This symposium presents perspectives from a Welsh Government funded research study exploring the impact of the COVID-19 pandemic on the future provision of Initial Teacher Education (ITE): with particular focus on assessment. It explores the experiences and viewpoints of a range of stakeholders in relation to teachers early professional formation and how these conversations have been reframed in light of the Covid-19 crisis in Wales. This symposium charts the findings from this study, the inequities it revealed and the implications for all teacher educators and initial teacher education partnerships moving forward.

Paper one reports on the findings of this study which illuminate how ITE students' experiences of assessment practices in schools were profoundly impacted as schools responded to the changing learning and teaching context precipitated by the pandemic. To address this central focus, we needed to understand the different ways in which the learning experiences in schools were changing, as the fundamental learning context of ITE students. This study therefore documents challenges, responses and adjustments in Welsh schools to understand how ITE students' opportunities and experiences were impacted. It highlights variability in student teachers experiences and raises questions about where responsibility lies in appropriately supporting them to address their 'missing experiences' as they enter the profession (James et al 2021).

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#### **Assessment and initial teacher education at a time of change: learning and adapting**

*Morgan, Alexandra (Cardiff Uni); Milton, Emmajane (Cardiff Uni); Bryant, Anna (Cardiff Metropolitan Uni);*

Paper one reports on the findings of this study which illuminate how ITE students' experiences of assessment practices in schools were profoundly impacted as schools responded to the changing learning and teaching context precipitated by the pandemic. To address this central focus, we needed to understand the different ways in which the learning experiences in schools were changing, as the fundamental learning context of ITE students. This study therefore documents challenges, responses and adjustments in Welsh schools to understand how ITE students' opportunities and experiences were impacted. It highlights variability in student teachers experiences and raises questions about where responsibility lies in appropriately supporting them to address their 'missing experiences' as they enter the profession (James et al 2021).

#### **Exploring the nuanced inequities of learner and student teacher experiences as a result of the COVID-19 pandemic**

*Morgan, Alexandra (Cardiff Uni); Milton, Emmajane (Cardiff Uni);*

Paper two focuses on the inequities identified in this study that resulted both in terms of learners' and student teachers' experiences. It explores some of the reported reasons, nuances and subtleties often overlooked in considering these inequities and calls for a recognition of the widespread and lasting effects of COVID-19 on learners' and student teachers' development. The paper suggests there is a need for all stakeholders to consider and actively respond to supporting how these inequities can be minimised over time, as without this they threaten to compound each other and could have detrimental impacts for all.

#### **Building a partnership: acknowledging and understanding differing perspectives in a clinical practice model of ITE.**

*Bryant, Anna (Cardiff Metropolitan Uni); John, Vivienne (Cardiff Metropolitan Uni); Thayer, Emma (Cardiff Metropolitan Uni); Breeze, Tom (Cardiff Metropolitan Uni); Milton, Emmajane (Cardiff Uni); Morgan, Alexandra (Cardiff Uni);*

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## IQ110 – a very unfair game. Promoting critical awareness to address inequality

**Koffeman, André; Snijders-Blok, Dymphna; Snoek, Marco; Stavenga, Wybe**

*Amsterdam University of Applied Sciences, The Netherlands*

### The role of human experiences, identities, and culture in professional learning and practitioner education

There is something paradoxical about the meritocratic function of education. For a long time, education was seen as ‘the great equalizer.’ However, recent studies suggest that – in a market driven world where everybody gets an education – equality has also generated new forms of competition. Parents with high socio-economic status have the means to support their children to be a little more equal than others (Jansen, Elffers & Jak, 2021). As a result, inequality of opportunity is a growing problem in the Netherlands (Dutch Inspectorate, 2021), and schools struggle to address this issue. It is important for teachers to develop critical awareness of these oft hidden mechanisms and to find strategies that can compensate for these mechanisms, to support all children to fulfil their potential. As part of their Master’s programme, five Dutch teachers developed a game that does just that: it helps teachers and other education professionals to reflect on the hidden mechanisms of inequality, particularly on the effects of socio-economic status (SES), and it stimulates them to address these mechanisms. In the card game, that is played by 3-5 people, each person ‘becomes’ a pupil. All pupils have the same IQ (110 – hence the name of the game), but their given SES-backgrounds are very different. The players, in turn, draw situation cards. These situations have three possible outcomes, each resulting in getting green (positive) or red (negative) chips. For each situation the other players discuss the most likely scenario and thus determine the pupil’s score. The confrontational game ends with a discussion and an individual reflection on insights brought about by playing the game, as well as the articulation of intentions. The pupil profiles are based on Bourdieu’s (1986) ideas on economic, cultural and social capital. The situation cards and scores are informed by SES research. The impact of the card game is now the subject of a study, funded by the Centre of Expertise Urban Education of the Amsterdam University of Applied Sciences. To this end, we analyze the canvasses on which the individual participants record their learning outcomes, as well as a retrospective questionnaire that is filled in after the game. The game is played by both beginning and experienced teachers. In this session, we will do three things. First, the game is briefly introduced and then an online version is played with those present. We will then discuss the experienced outcomes: the insights and reflections that playing brought about. Then the research project is presented: the context and research design, as well as the preliminary results. Finally, there is room for discussion and feedback.

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## Teaching About, To and For diversity: exploring a new pedagogy of teacher education and learning

**Allana Gay**

*BAMEed/Vita et Pax Preparatory School*

Teachers and graduate teachers around the world report a lack of confidence about teaching diverse groups of children in their classrooms. Achievement data show that while the majority of students are performing well, the same diverse groups of children consistently remain at risk, suggesting that this remains a challenging area for teachers to address. This presentation draws upon a growing body of research which shows that understandings and claims about knowledge and knowing can influence teaching decisions and practices across a broad range of educational contexts. Using a lens of epistemic reflexivity that questions how and why pedagogical decisions are made and enacted in context, I will interrogate how we teach about, to and for diversity in teacher education. Drawing on our findings from social labs with teacher educators and teachers, case studies and a national survey with teacher educators and a systematic literature review, I will argue that taking an epistemic reflexivity stance can enable teachers and teacher educators to teach for diversity. This more nuanced understanding of teaching diversity as a tripartite of about/to/for offers a way to interrogate professional practice and focus professional learning on the why of pedagogical practice.

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## Collaborative Inquiry Networks in Latin America: Facing Together Difficult Challenges

**Mauricio Pino**

*Universidad de Chile*

The literature has highlighted that despite the challenges, Covid-19 pandemic can be a unique opportunity to build better educational policies through the development of school networks, promoting system more equitable, instead of returning to an old normality (Azorín, 2020; Harris, 2020; Chapman & Bell, 2020). In this presentation I will be discussing a Latin American collaborative inquiry program with 28 school leaders (headteachers and curriculum coordinators) from 9 Latin American countries (Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Peru and the Dominican Republic). This program is an example of building a better international relationship among schools facing common educational challenges generated by Covid-19.

Despite of the growing evidence of the value of professional learning networks and collaborative inquiry among school in the global north (Brown and Flood, 2019; Chapman et al, 2016) there is a lack of understanding and evidence of how this approach might be implemented in the global south (Pino-Yancovic et al., 2020). Some of the findings of this study shown that this international collaborative inquiry program is very useful for participants, as it has allowed them to better understand socioemotional strategies to support teachers and students, and to use a structured method to inform their practices, especially those related with online teaching, student's motivation and learning autonomy. The finding of this study can be important to better understand the nuances of collaborative inquiry in challenging and marginalized contexts.

Mauricio will be presenting with University of Chile colleagues Josefina De Ferrari, Nicole Bustos, Catalina Zúñiga and Fernanda Correa.