

IPDA International  
Virtual Conference 2021



International Professional  
Development Association

## CONFERENCE PROGRAMME

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

Open the IPDA 2021 home page

<https://ipda.org.uk/welcome-to-ipda-2021/>



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



#IPDA2021

# Welcome to the IPDA International Conference 2021



It is a pleasure to welcome you to the IPDA annual conference. As we now have such a range of Regional Associations, we have planned the conference over three days so that we can factor in different time zones. We are pleased to once again host the pre-conference doctoral event on the eve of the conference, and our Conference Dinner and book launch will enable us to come together rather more socially, even if it's from the comfort of our own homes! This year more than ever we need to gather together to consider the themes of the conference and the ways in which we, as a global community of educators, can and should respond. There is a wealth of important work already taking place across our community and the conference provides rich opportunity for us to listen, consider, trouble over ideas and debate. Importantly, the discussions and ideas do not finish when the conference is over – we carry on the discussions through our Regional Associations. I hope you enjoy the conference and continue to engage with the Association throughout the coming year.

*Prof Hazel Bryan*

IPDA Chair



Since our first virtual conference in November 2020, it has been a pleasure to see how the IPDA community has continued to grow, connect, learn, and collaborate. Each year, the IPDA conference is a unique opportunity to bring together professionals from across sectors, disciplines, and fields to imagine the possibilities for enhancing professional learning and development. This year, we come together to focus our attention, thinking, and action on important themes of marginalisation, inequity, and what these mean in the times we find ourselves in. IPDA 2021 is uniquely timed, and placed in order for us to consider how professional learning, development, and education might enable us to understand, tackle, and take action in relation to these important themes.

I look forward to engaging with you and colleagues in the critical conversations and imagining of possibilities to further our thinking, research, and practice in relation to professional learning, and consider what this means for future directions in the field.

A huge thank you goes to our Conference sub-committee, our administration and communications team, and to all of you for making #IPDA2021 happen.

In a world that is still characterised by uncertainty and remoteness, but virtual connectivity and a desire for change, we look forward to three days of connection, community, and action planning, and enjoying the time we have to be together.

*Paul Campbell*

IPDA Vice-Chair

# Technical guidance, virtual code of conduct and Zoom links

## Zoom Guidelines

**In order to ensure inclusive, collegial practice during the conference, we ask you to follow the guidelines set out below. This will help us to enable participation and to ensure the conference runs smoothly.**



When entering the Zoom Meeting Room:

- please make sure that you **mute your microphone**; you are welcome to leave your camera on (unless you have bandwidth challenges – it might be best to leave the camera off), but make sure that your microphone is muted. If it is not muted other participants are likely to hear background noise, and it will improve everyone's experience if we can all be muted, apart from the presenter or the person contributing/asking a question;
- if you have **questions** during the presentation, please add these in the **chat function**, to enable the presenter to pick up on these during the Q&A session;
- if you want to contribute or share ideas during the Q&A session following the presentation, please raise your hand by making use of the **'raise hand feature'** and the presenter will invite you to contribute. In this way we can make sure that colleagues can hear each other and contribute effectively;
- at the end you can also give the presenter a round of applause by using the **'applause'** or **'clap'** function.

**Very many thanks - we look forward to seeing and engaging with you!**

## Technical Support

If you run into any technical issues during the event there is a technical support button on the conference web page with some technical tips and answers to some common Zoom problems. If you can't log in please email [communications@ipda.org.uk](mailto:communications@ipda.org.uk).

## Zoom links

The Zoom links for each of the conference rooms will remain the same throughout the event. If you are not able to access the website, you can click the links below to open the session in Zoom, either in your web browser or through the desktop or mobile app.

### Main room

<https://us02web.zoom.us/j/5922762206>

### Room 1

<https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmorK3BoZz09>

### Room 2

<https://zoom.us/j/7736804510?pwd=c0tXQmNEUkRZbFJnUks0dEk4RytGdz09>

### Room 3

<https://zoom.us/j/3182116028?pwd=VXEvNmRrUFF2bmRLV0pnY3E3czNIQT09>

### Room 4

<https://zoom.us/j/6960315592?pwd=djRQSzZVSy9Lc0gxN0pPZzRIUWZrZz09>

### Room 5

<https://zoom.us/j/6725381242?pwd=UzVjOVM4UmlySGJRRVM0blZ4V1RqUT09>

### Room 6

<https://zoom.us/j/2472056318?pwd=Mjl5T1VpWHRZam5CbXltUXZBWEITZz09>

### Social Room

<https://zoom.us/j/3425363996?pwd=U0lvdVZxM2hPR0IMOG1INkItb2hnUT09>

### Artist Room

<https://zoom.us/j/6779711411?pwd=R0VGempKS2RvVmZvajgzYzFTT2Rndz09>

### Poet Room

<https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmorK3BoZz09>

Pre-conference Evening Event Wednesday 24<sup>th</sup> November 2020

## Postgraduate/Doctoral event

19.00-20.30

The event is aimed at Early Careers Researchers and Doctoral candidates who completed their studies within the past 5 years, and current Doctoral Students. This virtual event will aim to provide a platform for colleagues, to contribute, and share their research with others, in a short 15 minute presentation, in line with the conference theme. The presentations will be followed by a discussion, and further explorations of the key themes.

19.00	Welcome <i>Paul Campbell</i>
19:10	Towards Better Support for High-Functioning Autistic Learners in a Mainstream Sixth Form Classroom <i>Sarah Hopp</i>
19:30	Discussion
19:40	Black Lives Matter, matters: A response from an active ally <i>Mikeala Dowling</i>
20:00	<i>Discussion</i>
20:10	Entering the Dragons Den: Conducting research with government, industry, and corporate partners <i>Iain Hay</i>
20:20	Plenary <i>Paul Campbell</i>



International Professional  
Development Association

Register for this event on

**Eventbrite**

<https://www.eventbrite.co.uk/e/ipda-pre-conference-early-careers-researchers-and-doctoral-forum-tickets-201548124867>



Day 1 Thursday 25<sup>th</sup> November 2021

## Welcome and introduction

### In the Main Room

#### In this session:

8.30	Welcoming new members <i>Sara Smith, Marie Huxtable</i>
9.00	Conference welcome <i>Hazel Bryan</i>
9.10	Discussion with IPDA Associations

## Conference Awards

Winners receive an ebook



### Day 1 Awards

Twitter – Fill in the blank... “Marginalised voices are...”  
Conference – First question asked in first Keynote  
Fun – Best background setting

### Day 2 Awards

Twitter – best “marginalised voices” image  
Conference – New member award  
Fun – Most spectacular outfit

### Day 3 Awards

Twitter – “most retweeted” Tweet #IPDA2021  
Conference – most original presentation  
Fun – most attended break out session

## THEMES

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

*Responses to the Black Lives Matter Movement*

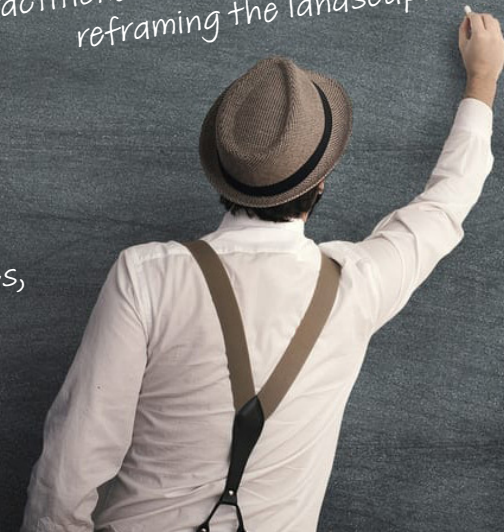
*Gender equality and equity, and its role in professional learning across international contexts*

*Explorations and insights into queer practitioner education, professional community, and their significance*

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

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

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



Day 1 Thursday 25<sup>th</sup> November 2021

## Keynote 1

In the Main Room



Prof Mary Ryan

Macquarie University, Sydney

### In this session:

9.25	Introduction Hazel Bryan
9.30	Keynote Presentation
9:50	Discussion Hazel Bryan

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

## Abstract

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.

## Biography


Mary Ryan is Professor and Dean of Education at Macquarie University, Sydney. Prior to her position at Macquarie University, she was the Associate Dean Research in the Faculty of Education at Queensland University of Technology in Brisbane. She is a Principal Fellow of the UK Higher Education Academy and is the recipient of a national citation for outstanding contributions to student learning. She was formerly a primary teacher and lecturer in literacy and English and has an extensive record of program development in universities, having coordinated large B(Ed) Primary and Doctor of Education programs and a substantial Higher Degree Research Program. She is currently leading Australian Research Council funded projects in classroom writing and preparing reflexive teachers for diverse classrooms. Her research is in the areas of writing pedagogy and assessment, reflective writing, teachers' work and professional learning, the enabling and constraining conditions for graduating students to manage the demands of their profession, and reflexive learning and practice.

Day 1 Thursday 25<sup>th</sup> November 2021

## Breakout activities

10.00-10.10

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

<b>Poster presentations</b> Available from the conference home page	Point de nœud: [Re] Thinking interpretations of working-class Cert Ed trainee experiences in teacher education. <a href="#">Lucy Harding</a>	Teacher Training & Induction in the Covid-19 Era <a href="#">Maria Kasandrinou</a>	Unlearning racism in a school context: What does the literature tell us? <a href="#">Penny Rabiger</a>	Challenging gendered enactment and re-enactment in the early years: does it really matter? <a href="#">Tracey Edwards</a>	Developing support for School Leaders in the Covid Era, and elevating their voices <a href="#">Julia Skinner</a>
<b>Content from Publishers</b> Available from the conference home page	Explore publications and content from <a href="#">Critical Publishing</a>	Explore publications and content from <a href="#">Routledge</a>			
<b>Say hi to the artist and poet in residence in their Zoom rooms</b>	Artist <a href="#">Penny Mendonca</a> <a href="https://zoom.us/j/6779711411?pwd=ROVGempKS2RvVmZvajgzYzFTTzRndz09">https://zoom.us/j/6779711411?pwd=ROVGempKS2RvVmZvajgzYzFTTzRndz09</a>	Poet <a href="#">David Pitt</a> <a href="https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmoRk3BoZz09">https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmoRk3BoZz09</a>			
<b>Social room</b>	Drop in to share a coffee and chat with colleagues				
<b>Welcome new IPDA members on Padlet</b>	Post on the new member Padlet <a href="https://padlet.com/IPDA/k3m3jigixp3e0a1">https://padlet.com/IPDA/k3m3jigixp3e0a1</a>				

Day 1 Thursday 25<sup>th</sup> November 2021

# Parallel Sessions 1

10.10-11.30

## Zoom quick links

**Room 1**

<https://zoom.us/j/8546745890?pwd=MG5UcjVlM0VhZkdZMVTdMzmkR3BoZz09>

**Room 2**

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**Room 6**

<https://zoom.us/j/2472056318?pwd=MjI1STVpWHRZam5CbXltUXZBWEITZz09>

ROOM 1	Using Living Educational Theory Research to Address Inequities Through Professional Learning and Education: Amplifying marginalised voices in contemporary times <b>Jack Whitehead</b>	Documenting documentation's doings: Listening and noticing voice and more- than-voice in political, ethical, and environmental worlds within practitioner education <b>Jo Albin-Clark, Jane Merewether, Amelie Lemieux</b>	Seizing Opportunities: A Case Study of Needs-based OMO Models for on the Job Professional Learning and Mentorship <b>Trina Emler</b>	Discussion	Chair <b>Marie Huxtable</b>
ROOM 2	Examining the role of the core teacher in Vietnam <b>Louise Gillian Wheatcroft, Cuc Dieu NGuyen, Thuy Thi Thanh Ngo, Thi Huong Pham, Lam Bui Thi Hanh</b>	Lessons from the pandemic: teacher and teacher educators' use of digital technologies and pedagogies in Vietnam during the Covid-19 lockdown <b>Jane O'Connor, Shannon Ludgate, Vuong Le Quang, Huy T. Le, Phat Huynh Pham Dung</b>	Leading Online Lesson Study: Brokering at the boundaries <b>Mairead Holden</b>	A changing landscape: Professional learning for headteachers in Wales since devolution <b>Gill Ellis</b>	Chair <b>Louise Wheatcroft</b>
ROOM 3	Teacher educators' ecologies of lifelong learning (TEELL): an exploratory case study from Vietnam <b>Alex Kendall, Trang Thi Thu Trang Nguyen, Nam Nguyen Hoai, Anh Tuan Cao, Hien Nguyen Van, Yen Tran, Amanda French</b>	Embedding diversity, inclusion and special educational needs in the training and assessment of new teachers in Vietnam <b>Carolyn Blackburn, Mary-Rose Puttick, Thi Thu Thuy Luong, Thu Dinh Nguyễn Trang Trang</b>	Building a Professional Learning Community during the COVID-19 pandemic: the case of teacher educators <b>Paulina Sepulveda</b>	Discussion	Chair <b>Hazel Bryan</b>
ROOM 4	How adopting a learner orientation can support and inform professional learning in higher education contexts and practice <b>Heather Pennington, Alexandra Morgan, Emmajane Milton</b>	Taking Care: Mentoring Novice Principals in the Time of Covid-19 Pandemic <b>Mary Nihill, Christine Forde</b>	Moving beyond academic imperialism: cross-cultural collaboration on the role of classroom observation in the development of Vietnamese secondary school teachers <b>Matt O'Leary, Vanessa Cui, Minh Tran Kiem, Dung Tien Dang, Giang Thi Huong Nguyen, Kim Hue Thi Hoang</b>	Discussion	Chair <b>Ken Jones</b>
ROOM 5	Marginalised voices in contemporary times: addressing inequities through professional learning and education <b>IPDA England Symposium led by Pauline Smith</b>				Chair <b>Lizana Oberholzer</b>




Day 1 Thursday 25<sup>th</sup> November 2021

## Break/Breakout activities

11.30-11.45

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Day 1 Thursday 25<sup>th</sup> November 2021

## Keynote 2

In the Main Room



Prof Daphnee Lee

The Education University of Hong Kong

## In this session:

11.45	Introduction <i>Paul Campbell</i>
11.50	Keynote Presentation
12.10	Discussion <i>Paul Campbell</i>
12.30	Closing the day • <i>Plenary with Hazel Bryan</i> • <i>Poet and artist in residence</i> • <i>Prizes with Stuart Mitchell</i>

## Identity grafting, values, and Professional Development

## Abstract

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.

## Biography

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.

Day 1 Thursday 25<sup>th</sup> November 2021

Evening

In the Main Room

In this session:

19.00	Welcome <i>Hazel Bryan</i>
19.10	Book launch: Neoliberalism Across Education <i>Ewan Ingleby</i>
19.30	Questions <i>Hazel Bryan</i>
19.40	Presidential address <i>Anne Looney</i>
19.50	Prizes and awards <i>Hazel Bryan</i>
20.15	Book launch: The Teacher Educator's Handbook <i>Elizabeth White</i>
20.30	Plenary <i>Hazel Bryan</i>

Main room

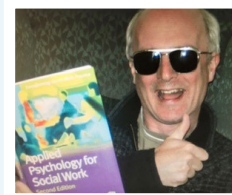
<https://us02web.zoom.us/j/5922762206>

## BOOK LAUNCHES

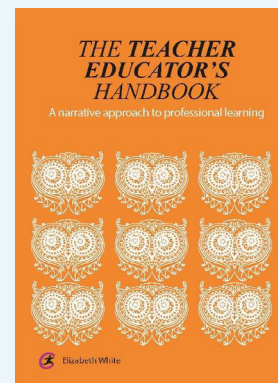
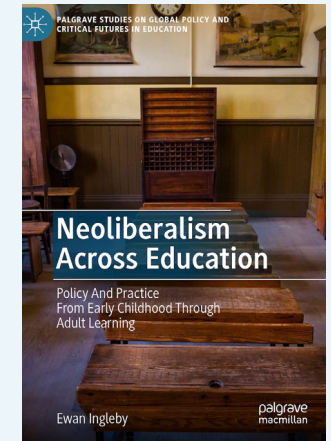
### Neoliberalism Across Education. Policy And Practice From Early Childhood Through Adult Learning

Ewan Ingleby

This book explores the impact of neoliberalism on education in the UK. Drawing on policies across the sector in England as a case study, the author illuminates and analyses the development of neoliberal policy on models of practice. The author explores the theory and philosophy that have come to define neoliberalism, and offers an explanation as to how this has been applied to the education sector in England at various different stages. Informed and scaffolded by years of empirical research in educational contexts, this book interrogates the impact of neoliberalism on educational practice. It will be of interest and value to scholars of neoliberalism and education, as well as practitioners.



Dr Ewan Ingleby has been the postgraduate research tutor for the school of social sciences, humanities, and law since 2013. He is particularly interested in using frameworks and concepts deriving from philosophy and ethnography (for example, *new literacy studies*). Ewan was an elected member of the international committee of IPDA from 2012-2019 and he has worked on funded research by the Higher Education Academy and Innovate UK. Ewan has published a number of books in education and is a member of the editorial board for *The Journal of Further and Higher Education*; *Research In Post Compulsory Education*; and *Practice: Contemporary Issues in Practitioner Education*.



### The Teacher Educator's Handbook A narrative approach to professional learning

Elizabeth White with Miranda Timmermans

This practical book has been written as a resource for the professional learning of teacher educators, either working collaboratively or individually, to enhance practice through critical analysis. It has arisen from an international research project working with Dr Miranda Timmermans exploring challenges in practice experienced by school- and university-based teacher educators working in partnerships. The detailed narratives about practice written by teacher educators, for teacher educators, have been carefully curated to help the reader draw out key learning points, including a range of coaching questions. The research-informed resources that have been tried and tested in workshops and can easily be used in professional development sessions.

Elizabeth White has worked in teacher education for 15 years. She was involved in setting up the School Direct Programme in the School of Education at the University of Hertfordshire, where she is in the leadership team supporting the development of teacher educators in schools and the university. Her research has included self-study of her experience as a new teacher educator, developing a new aspect to her identity and research-rich pedagogical practice. She is currently researching how to effectively develop quality teacher education within partnerships. She is an active member of IPDA England and the Professional Development of Teacher Educators Research and Development Community of Association of Teacher Education in Europe.





# CONGRATULATIONS!

## to the winners of the IPDA Prize

### Mary McAuliffe

**Congratulations to Mary McAuliffe who was awarded the 2020 IPDA prize for her EdD, entitled 'Exploring the Role of the Special Educational Need Organiser'.**



Mary had a varied career as a post primary teacher in a disadvantaged area in Dublin and as a principal of a post primary girls school in Kenya, where access to post primary education for girls was available to less than 10% of the relevant population. In later years she worked with homeless teenagers, unemployed youth and with children who were on Home Tuition Scheme funded by the DES due to expulsion. For the past ten years Mary has worked as a Special Education Needs Organiser with the National Council for Special Education.

The focus of this exploratory study is the role of the Special Educational Needs Organiser (SENO) which was initiated in the Education for People with Special Educational Needs Act (Government of Ireland, 2004). The SENO role has received limited research attention to date. An interpretive multi-perspective triangulated study provided an appropriate design to gather participants' perceptions of the SENO role within a real world setting. In depth interviews with 19 participants, review of the relevant legislation, department circulars and NCSE publications along with a brief parental survey of 137 parents all contributed to an informed exploration of the SENO position. The research in the field was conducted between the autumn of 2017 and the summer of 2018. Participants included parents, principals, teachers, other educational and clinical professionals, and those engaged as SENOs.

### Tracy Curran

**Congratulations to Tracy Curran who was awarded the IPDA Prize for PhD entitled 'A theory-driven evaluation of Lesson Study as a model of professional development to support Irish teachers to enact the new primary mathematics curriculum'.**



Dr Tracy Curran is a recent PhD graduate of Lincoln University, UK, who works with the National Council for Curriculum and Assessment (NCCA) to support curriculum development at primary level and promote stakeholder engagement in curriculum change. Previous to joining the NCCA in Ireland, Tracy gained a wealth of experience in supporting teacher professional development and the induction of newly qualified teachers. Tracy is a trained primary school teacher and worked for several years in both mainstream and special education settings.

Tracy's thesis is the first empirical evaluation of Lesson Study as a model of PD to support Irish primary teachers, as well as the first known theory-driven evaluation (Chen, 2015) of teacher professional development conducted in the Irish context. This study found that Lesson Study provided a transformative space where participating teachers could interrogate, study and try out the new primary mathematics curriculum. Using Guskey's (2000) framework for evaluation, the study found that teachers' engagement in Lesson Study supported them to meet the demands of curriculum reform and change; enhanced their knowledge for teaching mathematics, and importantly, resulted in statistically significant gains for children's learning.

Day 2 Friday 26<sup>th</sup> November 2021

## Keynote 3

In the Main Room



Dr Saran Stewart

University of Connecticut

## In this session:

12.55	Welcome and introduction <i>Hazel Bryan</i>
13.00	Keynote Presentation
13.20	Discussion <i>Hazel Bryan</i>

## Decolonizing Academic Spaces: Moving Beyond Diversity to Promote Racial Equity in Post-secondary Education

### Abstract

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.

### Biography


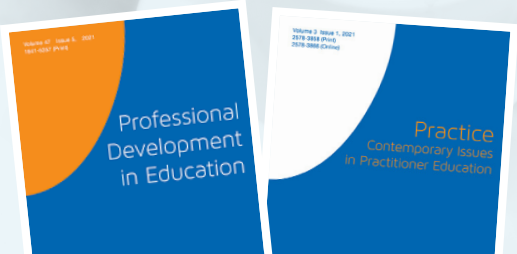
Saran Stewart, PhD is an Associate Professor of Higher Education and Student Affairs, and Director of Global Education at the Neag School of Education, University of Connecticut in the US. She was formerly a Senior Lecturer and Deputy Dean at the University of the West Indies in Jamaica. Dr. Stewart's research examines issues in comparative education, decolonizing methodologies, critical/ inclusive pedagogy and access and equity issues in higher education. She is editor of *Decolonizing Qualitative Methodologies* for and by the Caribbean (Information Age Publishing) and co-editor of, *Black Liberation in Higher Education: Considerations for Research and Practice* (Routledge) and *Race, Equity and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* (Stylus).

Day 2 Friday 26<sup>th</sup> November 2021

## Break/Breakout activities

13.30-14.00

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

<p><b>Poster presentations</b> Available from the conference home page</p>	<p>Point de nœud: [Re] Thinking interpretations of working-class Cert Ed trainee experiences in teacher education. <b>Lucy Harding</b></p>	<p>Teacher Training &amp; Induction in the Covid-19 Era <b>Maria Kasandrinou</b></p>	<p>Unlearning racism in a school context: What does the literature tell us? <b>Penny Rabiger</b></p>	<p>Challenging gendered enactment and re-enactment in the early years: does it really matter? <b>Tracey Edwards</b></p>	<p>Developing support for School Leaders in the Covid Era, and elevating their voices <b>Julia Skinner</b></p>
<p><b>Content from Publishers</b> Available from the conference home page</p>	<p>Explore publications and content from <b>Critical Publishing</b></p>	<p>Explore publications and content from <b>Routledge</b></p>			
<p><b>Say hi to the artist and poet in residence in their Zoom rooms</b></p>	<p>Artist <b>Penny Mendonca</b> <a href="https://zoom.us/j/6779711411?pwd=ROVGempKS2RvVmZvajgzYzFTTzRndz09">https://zoom.us/j/6779711411?pwd=ROVGempKS2RvVmZvajgzYzFTTzRndz09</a></p>	<p>Poet <b>David Pitt</b> <a href="https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmoRk3BoZz09">https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmoRk3BoZz09</a></p>			
<p><b>Social room</b></p>	<p><b>In conversation with Marie Huxtable</b> on the IPDA Journals and getting published</p>				
<p><b>Welcome new IPDA members on Padlet</b></p>	<p>Post on the new member Padlet <a href="https://padlet.com/IPDA/k3m3ijgxp3e0a1">https://padlet.com/IPDA/k3m3ijgxp3e0a1</a></p>				

Day 2 Friday 26<sup>th</sup> November 2021

## Parallel Sessions 2

14.00-15.30

### Zoom quick links

**Room 1**

<https://zoom.us/j/8546745890?pwd=MG5UcjVIM0VBdkZMVTdMZmorK3BoZz09>

**Room 2**

<https://zoom.us/j/7736804510?pwd=c0tXQmNEUkRZbFJnUks0dEk4RytGdz09>

**Room 3**

<https://zoom.us/j/3182116028?pwd=VXEvNmRrUeF2bmRLV0pnY3E3czNIQT09>

**Room 4**

<https://zoom.us/j/6960315592?pwd=djRQScZVSy9Lc0gxN0pPZzRUWZrZz09>

**Room 5**

<https://zoom.us/j/6725381242?pwd=UzVjOVM4UmlySGJRrVM0blZ4V1RqUT09>

**Room 6**

<https://zoom.us/j/2472056318?pwd=MjI1STVpWHRZam5CbXltUXZBWEITZz09>


ROOM 1	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 <b>David Larkin</b>	Educational experiences during a global pandemic: Exploring how a school's engagement with its families has impacted on pupil's learning <b>Adam Raymond</b>	It's not fair!': Assessing your Practice for Equality, Diversity and Inclusion- The Inclusion and Accessibility Maturity Model <b>Ceri Morris, Heather Pennington</b>	Discussion	Chair <b>Louise McKnight</b>
ROOM 2	Using a Living Educational Theory Research to Professional Learning and Education to amplifying marginalised voices <b>Marie Huxtable, Jack Whitehead</b>	What are the challenges experienced by Neorodiverse leaders within education contexts? <b>Lizana Oberholzer, John Macklin</b>	Reconnaissance as a pre-requisite for (re)thinking and (re)imagining practitioner research <b>Tony Armstrong, Amanda Nuttall</b>	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? <b>Derek Boyle, Lizana Oberholzer, Jenny Dixon</b>	Chair <b>Lizana Oberholzer</b>
ROOM 3	Decolonising the Research Methods Curriculum <b>Charlotte Brookfield, Rima Saini, Jay Harley</b>	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. <b>Vivienne Andrea John</b>	Professional development of Croatian early childhood teachers in virtual world - opportunity or obstacle <b>Adrijana Višnjić-Jevtić, Antonija Vukašinović</b>	Sites of hope: What are the possibilities for activism and resistance for those marginalised in Early Childhood Education and Care? <b>Jo Albin-Clark, Nathan Archer</b>	Chair <b>Paul Campbell</b>
ROOM 4	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. <b>Shan Elin Williams</b>	Inequalities in NQTs' experiences of 'being mentored' in Wales (working title) <b>Julia Mair Holloway</b>	Using the Delphi method as a professional learning tool, to enhance middle leaders' role in social justice leadership. <b>Deirdre Torrance, Christine Forde, Alison Mitchell, Julie Harvie, Margery McMahon</b>	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? <b>Lizana Oberholzer</b>	Chair <b>David Johnston</b>
ROOM 5	Teacher professional learning in Scotland during the Covid-19 pandemic: lessons learned for a more equitable future <b>IPDA Scotland Symposium led by Catriona Oates</b>				Chair <b>Gayle Le Moine</b>
ROOM 6	Lifting the lid ... Engaging in teacher enquiry for professional learning – transformational or time wasting and trivial! <b>IPDA Cymru Symposium led by Alex Morgan</b>				Chair <b>Sara Smith</b>

Day 2 Friday 26<sup>th</sup> November 2021

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15.30-15.45

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<p><b>Social room</b></p>	<p><b>In conversation with</b> Toría Bono</p>				
<p><b>Welcome new IPDA members on Padlet</b></p>	<p>Post on the new member Padlet <a href="https://padlet.com/IPDA/k3m3ijgixp3e0a1">https://padlet.com/IPDA/k3m3ijgixp3e0a1</a></p>				



I am a class teacher, Equity and Diversity lead at junior school and a Primary Evidence Lead Educator for a local research school. I believe strongly in equity for all and empowering others. We all have a voice but only by listening to each other and working together can we make a difference. I created **#TinyVoiceTalks** on Twitter for educators to find their voice and connect with others. This has grown and alongside educators are authors, illustrators and others who impact on the children in our classrooms. This initiative has grown into an award-winning podcast and I am excited to be putting together a Tiny Voice Talks book celebrating the voices of the quieter educators. If you would like your voice heard I would love to speak to you.

**Toria Bono**



Day 2 Friday 26<sup>th</sup> November 2021

## Keynote 4

In the Main Room



Vivienne Porritt

WomenEd

### In this session:

15.45	Introduction <i>Alex Kendall</i>
15.50	Keynote Presentation
16.05	Discussion <i>Alex Kendall</i>

# Issues of gender and diversity: deliberate disruption

## Abstract

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.

## Biography

Vivienne Porritt is a Leadership consultant supporting school and academy leaders with professional learning and development, impact evaluation, vision and strategy and women's leadership.

Previously Vivienne was a secondary headteacher in Surrey, Executive Director of the London Centre for Leadership in Learning and Director for School Partnerships at University College London, Institute of Education as well as a Chair of Governors. She is a TEDx speaker, a coach, an author and a Founding Fellow and Vice President of The Chartered College of Teaching.

Vivienne is also, joyously, one of the Co-Founders and Global Strategic Leaders of WomenEd, a voluntary organisation that seeks to empower and connect existing and aspiring women leaders in education. In 2017, WomenEd was named as one of the top ten education influencers by the Times Educational Supplement. Vivienne is also the co-editor of *10%braver: Inspiring Women to Lead Education* (Sage, 2019) and *Being 10%Braver* (Corwin, 2021).

Day 2 Friday 26<sup>th</sup> November 2021

## Keynote 5

In the Main Room



Asmaa Al-Fadala

Qatar Foundation

### In this session:

16.15	Introduction <i>Paul Campbell</i>
16.20	Keynote Presentation
16.35	Discussion <i>Alex Kendall</i>
16:45	Closing the day <ul style="list-style-type: none"> <li>• <i>Plenary with Hazel Bryan</i></li> <li>• <i>Poet and artist in residence</i></li> <li>• <i>Prizes with Stuart Mitchell</i></li> </ul>

# Innovation Labs as Engines for Schools Transformation

## Abstract

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.

## Biography

Asmaa Al-Fadala is the director of research and content development at WISE, an initiative of Qatar Foundation. She is also a visiting Fellow in the Department of School Education and Policy at Northwestern University in Evanston, Illinois, USA, and serves on the program committee of Hamad Bin Khalifa University’s School of Public Policy. Dr. Al-Fadala has twenty three years of professional experience in K-12 education and higher education. In her current work at WISE, Dr. Al-Fadala is leading the research team in a number of projects and initiatives, including the Empowering Leaders of Learning Program (ELL); the Agile Leaders of Learning Innovation Network (ALL-IN); and the WISE-Academyati Innovation Lab Project.

Dr. Al-Fadala’s research interests include leadership for learning, school improvement, entrepreneurship education, teacher professional development and educational reform. Prior to joining WISE in 2014, Dr. Al-Fadala was an associate policy analyst at the RAND-Qatar Policy Institute. She has also taught in the College of Education at Qatar University, and worked at Qatar’s Ministry of Education and Higher Education as a teacher and then as the head of the science department. She is also a fellow at Qatar Leadership Centre (QLC). Dr. Al-Fadala is a member of the Comparative International Education Society (CIES), and the International Congress for School Effectiveness and Improvement (ICSEI). She also serves as an advisor for the Asia-Pacific Economic Cooperation’s education strategy and is a board member at Qatar Academy Sidra school in Doha. She is also a jury member for Riyada award, the Entrepreneurship Award in Oman. She is a board member at the Diplomatic Courier and a board member at the College of North Atlantic in Qatar. She is also a member at Hughes Hall Development Strategy Group at Cambridge University.

Day 3 Saturday 27<sup>th</sup> November 2021

## Keynote 6

In the Main Room



Dr Vidya Shah

York University

## In this session:

10.00	Welcome and introduction <i>Hazel Bryan</i>
10.10	Keynote Presentation
10.30	Discussion <i>Hazel Bryan</i>

## (Un)Professional (Un)Learning

## Abstract

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.

## Biography


Dr. Vidya Shah is an educator, scholar and activist committed to equity and racial justice in the service of liberatory education. She is an Assistant Professor in the Faculty of Education at York University, and her research explores anti-racist and decolonizing approaches to leadership in schools, communities, and school districts. She also explores educational barriers to the success and well-being of Black, Indigenous, and racialized students. Dr. Shah teaches in the Master of Leadership and Community Engagement, as well as undergraduate and graduate level courses in education. She has worked in the Model Schools for Inner Cities Program in the Toronto District School Board (TDSB) and was an elementary classroom teacher in the TDSB. Dr. Shah is committed to bridging the gaps between communities, classrooms, school districts and the academy, to re/imagine emancipatory possibilities for schooling.

Day 3 Saturday 27<sup>th</sup> November 2021

## Break/Breakout activities

10.40-11.00

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<p><b>Social room</b></p>	<p><b>In conversation with Sarah Mullin</b></p>				
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Dave Johnston leads a discussion with Sarah Mullin, an award-winning educator from Solihull, England. She is the Deputy Headteacher of a co-educational school for children aged six months to eighteen years old and is renowned for supporting teachers across the UK through delivering CPD, coaching and mentoring. Sarah recently received the 'Contribution to Education of the Year Award' and was shortlisted as a finalist out of 28,000 nominees as a Positive Role Model by the ITV National Diversity Awards.

## Day 3 Saturday 27<sup>th</sup> November 2021

# Parallel Sessions 3

11.00-12.30

### Zoom quick links

#### Room 1

<https://zoom.us/j/8546745890?pwd=MG5UcVIM0VBdkZMVTdMZmorK3BoZz09>

#### Room 2

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#### Room 3

<https://zoom.us/j/3182116028?pwd=VXEvNmRrUFF2bmRLV0pnY3E3czNIQT09>

#### Main room

<https://us02web.zoom.us/j/5922762206>

#### Room 4

<https://zoom.us/j/6960315592?pwd=djRQSczZVSy9Lc0gxN0pZzRIUWZrZz09>

#### Room 5

<https://zoom.us/j/6725381242?pwd=UzVjOVY4UmlySGJRRVM0bJZ4V1RqUT09>

#### Room 6

<https://zoom.us/j/2472056318?pwd=MjJST1VpWHRZam5CbXltUXZBWEITZz09>


ROOM 1	Heuristically speaking: The place of talk-in-practice of the Welsh Baccalaureate Co-ordinator <b>Judith Penikett</b>	Algebra for all? Exploring professional development in mathematics teaching during Covid-19 <b>Rebecca Hennessey, Peter Cooksley, Alex Parry, Jo Jones, Libby Chancer, Helen Lewis</b>	Reflections on collaborative professional learning relationships: bringing an outsider in? <b>Suzanne Culshaw, Ambra Carretta, Andy Samways</b>	The Effect of Using Rich Authentic Practicum Portfolios on Hebron University Student-Teachers' Self-Efficacy and Attitudes towards Teaching <b>Nabil Jondi, Manal Abu Minshar</b>	Chair <b>Sara Smith</b>
ROOM 2	Recognising marginalised learners in a fragmented educational system: a value driven approach <b>Linda Devlin</b>	Educational-practitioner self-study research as continual professional development: addressing issues of marginalised voices and inequity through professional learning and education <b>Marie Huxtable</b>	How can school leaders enhance professional learning through inclusive networks? <b>Linda Devlin, Rachel Morgan-Guthrie, Tracy Wallis</b>	Choosing a case study approach to capture aspects of religious learning in a marginal Christian group <b>Paul Francis Perry</b>	Chair <b>Gayle Le Moine</b>
ROOM 3	The adventures of kindergarten teachers in proving their professional self-development as a marginalized sector in the Palestinian education system <b>Buad Khaless, Dima Halawani</b>	Looking Back Living Forward: academic shambles and embodied academic practice <b>Beth Cross, Jennifer Markides</b>	What is the contribution that teacher education (as a sub-discipline) makes to higher education institutions? Listening to teacher educators' increasingly marginalised voices <b>Lizana Oberholzer, Elizabeth Hault, Richard Holme, David Littlefair, Judy Durrant</b>		Chair <b>Lizana Oberholzer</b>
ROOM 4	Communities of Learning to enable collaborative professional learning and practitioner education <b>Catherine Jones, Lisa Taylor, Linda Davidge-Smith, Sarah Cook, Nicola Rees, Ceri Johnson, Rachel Ford, Rhian Evans, Kelly Malarz</b>	Enquiry and Enrichment: developing a personal and professional learning culture <b>Fran Jordan, Paul Keane</b>	Strategies used by in-service EFL Teachers when teaching English for Palestine Curriculum Case Study of Teacher Education Improvement Project <b>Khaled Dweikat, Munther Zyoud</b>	Discussion	Chair <b>Iain Hay</b>
ROOM 5	Reframing conversations on the professional formation of teachers in Wales in the context of the COVID-19 crisis and its impact on schools. IPDA Cymru Symposium led by Emmajane Milton				Chair <b>Stuart Mitchell</b>
ROOM 6	IQ110 – a very unfair game. Promoting critical awareness to address inequality <b>André Koffeman, Dymphna Snijders-Blok, Marco Snoek, Wybe Stavenga</b>				Chair <b>David Johnston</b>
MAIN ROOM	Re-imagining learning in complex times: missing voices and new possibilities IPDA Hong Kong Symposium led by Paul Campbell				Chair <b>Paul Campbell</b>

Day 3 Saturday 27<sup>th</sup> November 2021

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12.30-12.45

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<p><b>Social room</b></p>	<p>Drop in to share a coffee and chat with colleagues</p>				
<p><b>Welcome new IPDA members on Padlet</b></p>	<p>Post on the new member Padlet <a href="https://padlet.com/IPDA/k3m3jigixp3e0a1">https://padlet.com/IPDA/k3m3jigixp3e0a1</a></p>				

Day 3 Saturday 27<sup>th</sup> November 2021

## Keynote 7

In the Main Room



Allana Gay

BAMEed/Vita et Pax  
Preparatory School

### In this session:

12.45	Introduction <i>Alex Kendall</i>
12.50	Keynote Presentation
13.05	Discussion <i>Alex Kendall</i>

# Driving Change through Grassroots Organisations: Reimagining and interrogating the role grassroots organisations such as BAMEed play in addressing racism

## Abstract

For every major challenge that faces society, education is often touted as the first line of defence. In doing so we often ignore the fact that education, as a longstanding institution, has also been created with lines of inequitable power and privilege (Major and Machin, 2018).

This presentation focuses on the beacon toward social justice that education speaks of being, while identifying the barriers that it faces. It will seek to be reflective on the growth of antiracism within United Kingdom (UK) education, and the means by which schools are seeking to embed and transform practice. By drawing on the work conducted by BAMEed, a grassroots charitable organisation, I shall consider whether the institution of education in the UK can be changed effectively towards equity and what steps accelerate and hinder progress.

Reference: Eliot Major, L. and Machin, S. (2018), *Social Mobility and Its Enemies*. UK: Pelican Books

## Biography

BAMEed is a grassroots charity aimed at ensuring diverse communities are represented as a normative part of the education workforce especially within teaching and leadership. We seek impactful means to address inequities in the recruitment, retention and promotion of Black, Asian and minority ethnic colleagues. Our hubs are nationwide and always ready to support colleagues in school and career development. In doing so, we partner with organisations whose commitment to action towards racial equity and justice match our own.

Allana Gay is a teacher, education advisor and speaker. She started teaching and leading within inner city London secondary schools and is currently the Headmistress of Vita et Pax Preparatory School. Allana cofounded BAMEed Network in 2017 with the aim of bringing attention and action to the issue of ethnic diversity throughout the education sector. As a recognisable figure for BAMEed, Allana works on the overarching strategy of normalising full ethnic presence through all areas and institutions of education. From deepening primary secondary partnership to improving recruitment to diversifying curricula, Allana has shared ideas within various publications, conferences and in the media. Allana has sat on Advisory panels as an educational professional who advocates for change to drive improvements within the education sector.

Day 3 Saturday 27<sup>th</sup> November 2021

## Keynote 8

In the Main Room



Mauricio Pino Yancovic

Universidad de Chile

### In this session:

13.15	Introduction <i>Hazel Bryan</i>
13.20	Keynote Presentation
13.35	Discussion <i>Hazel Bryan</i>

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

## Abstract

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.

## Biography

Mauricio Pino Yancovic is an Associate Researcher of the Center for Advanced Research in Education, Institute of Education at the Universidad de Chile. He has a Ph.D in Educational Policy Studies from the University of Illinois at Urbana Champaign. His academic and research experience

is focused on educational policy, school networks and evaluation. He coordinates the evaluation of the school improvement networks strategy in Chile, and leads programs to support collaborative inquiry networks. Recent publications include studies about professional learning networks, teacher's professional development and critical perspectives on evaluation and assessment.

**Josefina De Ferrari** is a professional of the Center for Advanced Research in Education, Institute of Education at the Universidad de Chile. She coordinates and supports collaborative inquiry programs and she facilitates the development for network leadership skills.

**Nicole Bustos** is a psychologist, and assistant researcher of the Center for Advanced Research in Education, Institute of Education at the Universidad de Chile, since 2013. She has a Master of Arts degree in Educational Psychology from University of Chile. She has both practitioner and researcher experience. As a practitioner, she worked at schools, coordinating and implementing inclusion projects, and supporting low-performing secondary schools so as to mobilize improvements. As a researcher, she participated in school improvement research projects, focused on school leadership, school networks, and external technical support.

**Catalina Zúñiga** is a professional who works for the Center for Advanced Research in Education (CIAE), Institute of Education at the Universidad de Chile. She's been working in programs to support collaborative inquiry networks for 3 years, facilitating team projects. She also designs materials and documents that support the development of the collaborative inquiry networks program.

**Fernanda Correa** is a professional who works for the Center for Advanced Research in Education, Institute of Education at the Universidad de Chile. She's been working in programs to support collaborative inquiry networks for 3 years, facilitating team projects. Also, she designs materials and documents that support the development of the collaborative inquiry networks program.



Day 3 Saturday 27<sup>th</sup> November 2021

## Closing

In the Main Room

### In this session:

13.45	Closing the day <ul style="list-style-type: none"><li>• Plenary with Hazel Bryan</li><li>• Poet and artist in residence</li><li>• Prizes with Stuart Mitchell</li></ul>
14.00-15.00	Annual General Meeting

SAVE THE DATE: NOVEMBER 2022



WORKING TITLE

## Sustainability: what does this mean for professional learning and development?

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