



International Professional  
Development Association

Annual International  
Conference 2023



# Developing Professional Learning through Collaboration and Learning from other Professions

**29–30 June 2023 • Birmingham**

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

<https://ipda.org.uk/ipda-international-conference/2023-ipda-conference/>

## Thursday 29<sup>th</sup> June 2023

0800 – 1000	<b>Registration</b>
0915 – 0930	<b>Introduction and Welcome by the IPDA Chair (Room 144/145)</b> Louise McKnight, IPDA Chair
0930 – 1010	<b>Conference Launch – In Light of Conference themes, Dr Louise will share some of her recent research to lead a discussion and connect these ideas to delegates’ professional practice and conference experience (Room 144//145)</b> By Dr Lou Lambert, Birmingham City University
1010 – 1050	<b>Table Discussion, Reflections and Q&amp;A</b>
1050 – 1100	<b>Coffee Break</b>
1100 – 1200	<b>Parallel session 1 – Individual Presentations (see page 5)</b>
1200 – 1300	<b>Parallel session 2 – Individual Presentations (see page 6)</b>
1300 – 1400	<b>Lunch</b>
1400 – 1430	<b>Round tables (see abstract compendium for details of each round table discussion)</b>  <ol style="list-style-type: none"> <li>1. Sinead Mary Joyce: <b>Professional before Profession? - 'Investigating the relationship between pedagogy and interprofessional identity within the BA Honours Working with Children and Young People Degree (Room 135/137)</b></li> <li>2. Dr Fay Louise Glendenning: <b>Reflection and identity work within intensive training and practice in initial teacher education (room 139)</b></li> <li>3. Dr John Paul Mynott: <b>Shared Objects In Digital Collaborations: IPDA Scotland Round Table (Conference Room 3)</b></li> </ol>
1430 – 1530	<b>Symposia (See abstracts for details)</b> <ol style="list-style-type: none"> <li>1 IPDA England</li> <li>2 Dr Amanda French: <b>EnPOWER: addressing the gender imbalance in leadership roles in the Higher Education sector in Vietnam through creative methodologies</b></li> </ol>

1530 – 1615	<b>World Café: Meet the International Association (Lounge)</b>
1615 – 1715	<b>Pause for Thought: End of day 1 – Imagining alternative futures through inter-professional learning (Room 144/145)</b> By Prof Liz Hoult, Northumbria University
1715 – 1800	<b>Meet The IPDA Journal editors (Room 144/145)</b>
1830 – 1900	<b>Book Launch (Room 144/145)</b>
1900	<b>Dinner</b>
<b>All Day</b>	<p><b>Posters and Lightning Talks (available online)</b></p> <p><b>Guidelines for Equity-Focused Online Professional Learning: Review of a Decade of Literature and Standards</b> Cathy Cavanaugh</p> <p><b>The Feasibility of Moroccan Teachers’ Professional Development in a Disrupted VUCA/BANI Workplace</b> Elboussaidi Fatimazahra</p>

## Parallel Sessions 1

<b>Leadership For Professional Learning (Conference Room 3)</b> Chair: Ken Jones	<b>Professional Learning and Teacher Practices (Room 135/137)</b> Chair: Louise McKnight	<b>Professional Development in Hybrid Learning (Room 139)</b> Chair: Alex Kendall
<b>Paper 1</b> <b>Making change happen in teacher professional development: leadership and the implementation of professional development in schools</b> Dieuwerke Rutgers	<b>Paper 1</b> <b>Perceived Benefits of Engaging in a Participatory Action Learning Action Research Mentoring Community of Practice: Mentoring, Teaching &amp; Professionalisation</b> Eimear Holland	<b>Paper 1</b> <b>Collaborating across diverse contexts in new ways: ESOL teachers' professional learning in online spaces</b> Diana Tremayne
<b>Paper 2</b> <b>Leading Professional Learning</b> Ken Jones	<b>Paper 2</b> <b>Mentee Empowerment: Policy, Power and Preparation in an Induction Process for Newly Qualified Teachers</b> Barbara Mulvihill	<b>Paper 2</b> <b>Developing Cultural Capability in Higher Education: Cross-Professional Collaboration for Educators' Professional Development</b> Jay Chinnasamy
<b>Paper 3</b> <b>Teacher Leadership and Teacher Professional Learning: Two Sides of the Same Coin?</b> Barry Morrissey	<b>Paper 3</b> <b>Developing Professional Learning through collaboration and learning from other professions with living educational theories</b> Jack Whitehead and Marie Huxtable	

## Parallel Sessions 2

<p><b>International Collaboration (Conference Room 3)</b> Chair: Lizana Oberholzer</p>	<p><b>Inter-professional Learning (Room 132)</b> Chair: Anne Looney</p>	<p><b>Technologies and Professional Learning (Room 133)</b> Chair: Pauline Smith</p>
<p><b>Paper 1</b> Using living-educational-theories to develop international professional learning. Jack Whitehead</p>	<p><b>Paper 1</b> The Snowball effect - developing future leaders through the Winter Leadership Fellows programme Beverly Jones</p>	<p><b>Paper 1</b> 'I am here, but not in the same way you are': Inequity in digital collaborations John Mynott</p>
<p><b>Paper 2</b> Professional Learning through Interdisciplinary Collaboration in Multilingual Contexts: Perspectives of Novice English Language and Technical Subjects' Academics in Algerian Universities Amira Lagha</p>	<p><b>Paper 2</b> Developments in Practitioner Education and Workforce Development - designing a study to explore advancing practice in Learning Disability and Autism Nursing Ben Appley</p>	<p><b>Paper 2</b> Tutors experiences of a multi-professional critical incident hydra session Susan Soan</p>
<p><b>Paper 3</b> A critical evaluation of how leadership development in schools can be enhanced through the use of collaborative professionalism Lizana Oberholzer</p>		

## Friday 30th June 2023

0830 – 0900	Registration
0900 – 0910	Welcome Day 2 (144/5)
0915 – 1030	<p><b>Anti-Keynote Panel Discussion - Where are the spaces for socially just, ethical, inclusive practitioner education: reclaiming hope and resilience in (very) strange times? (Room 144/5)</b></p> <p>Chair: Prof Alex Kendall (See page 9 for Abstract)</p>
1030 – 1050	<p><b>Parallel session-Practice Spotlights</b></p> <ol style="list-style-type: none"> <li>Derek Boyle: <b>Contextualising Professional Learning Networks to School-Centred Initial Teacher Training in England. (Room 139)</b></li> <li>Lynne Jones: <b>'It brought me such joy': How an online community of practice supported practitioners to introduce creative, play-based pedagogies for teaching French in nursery and early primary settings (Room 144/145)</b></li> <li>Amanda Wilson: <b>Incorporating product management processes in the development of a scalable, competency-based micro-credential (Room 144/145)</b></li> </ol>
1050 – 1100	Coffee Break
1100 – 1200	Parallel session 3 (see page 8)
1200 – 1250	<p><b>IPDA President's Closing Address (Room 144/145)</b></p> <p>By Prof Anne Looney, IPDA President</p>
1250 – 1300	Vote of Thanks
1300 – 1400	Lunch
All Day	Posters and Lightning Talks

## Parallel Sessions 3

<p><b>Values driven Professional Learning (Conference Room 3)</b> Chair: Lizana Oberholzer</p>	<p><b>Dilemma in Employability and Professional Learning (Room 132)</b> Chair: Fiona King</p>	<p><b>Collaborative Practices (Room 133)</b> Chair: Louise McKnight</p>
<p><b>Paper 1</b> <b>What is the impact of non-linear professional learning conversations through the use of non-linear coaching models on senior leadership development in schools in South Africa?</b> Lizana Oberholzer Chair: TBC</p>	<p><b>Paper 1</b> <b>A Theoretical Framework for Professional Learning and Identity during a Career Secondment: Transitions and Tensions</b> Ciara O'Donnell Chair: TBC</p>	<p><b>Paper 1</b> <b>Teachers' Professional Learning Communities in China: Tradition and Innovation</b> Wingbei Ye Chair: TBC</p>
<p><b>Paper 2</b> <b>Developing professional learning to generate values-laden knowledge, which contributes to the common good.</b> Marie Huxtable Chair: TBC</p>	<p><b>Paper 2</b> <b>Analysing professional development and learning: applying a holistic framework to compare policy-led professional development programmes.</b> Mark Boylan Chair: TBC</p>	<p><b>Paper 2</b> <b>Exploring evidence base on the impacts of PLCs on teacher professional development in the Global South</b> Dong Nguyen Chair: TBC</p>
<p><b>Paper 3</b> <b>Using Professional Learning to Foster Distributed Leadership and Equity of Voice and Promote Higher Quality in Early Childhood Education</b> Leuschen di Pico Chair: TBC</p>		

## Practice Sponsored Inter-Disciplinary Panel

### Where are the spaces for socially just, ethical, inclusive practitioner education: reclaiming hope and resilience in (very) strange times?

Alex Kendall (Chair) – Dean of Law and Social Science, London Southbank University

Dr Vince Clarke – Principal Lecturer & Programme Leader BSc Paramedic Science, University of Hertfordshire

Prof Jo Finch – Professor of Social Work, University of East London

Dr Amanda French – Reader in Education (Higher Education) Birmingham City University

In the inaugural editorial of *Practice* some 5 years ago I noted that our new journal ***Practice*** came into being in strange times. Times when the knowledge, expertise and credibility of practitioners was treated with scepticism in public discourse, the US government had shut down over a dispute about who will finance a proposed wall on its southern border with Mexico to frustrate the mobility of economic migrants, the catastrophic consequences of forced migration are played out at the borders of Europe at scale and on a chillingly routine basis, and the UK is a nation holding its breath as the timing and management of BREXIT were still being negotiated. None of us could not have known at that moment the degree of catastrophe that lay ahead of us. But, I argued, the extremis of what felt like at that time a strange moment simply provided stark illumination of what was ever thus, that practitioners' everyday realities are complex and contingent. To illustrate this I drew on Stronach et al study of nurse and teacher identity formation as a "constant jockeying of stories, selves and practices as teachers and nurses [as they] tried to come to terms with a welter of recent innovations, the pressures of their respective audit cultures, threats to their preferred professional styles, or otherwise accommodated or resisted political attacks and external impositions."

Looking back with hindsight in 2023 my assertion that we were in 'strange times' seems both naïve and prescient, here we now are – post global pandemic, post Brexit, war in Europe, ever more catastrophic forced displacement of peoples, in the UK political and fiscal instability at a scale not seen for decades – with frontline practitioners in the 'helping professions' have faced, and continuing to face, complexities beyond anything we could have begun to imagine five short years ago. Professional identities have been re-imagined, professional knowledge renegotiated over this time – most often forcibly, without resource, recourse to support and driven contingently from the bottom up through the commitment and determination of individuals at significant personal cost.

In the UK this has driven much professional disquiet and large-scale industrial action that is seeking to reclaim not just pay but key territories for professional identity-making around status, contribution, impact and the P/politics of audit and regulation - ongoing action continues to bring public services, universities, schools, hospitals, railways, ambulance services to a standstill in the context of spiralling recruitment crisis.

In this ***Practice*** sponsored inter-disciplinary panel we open a discussion about what this signals for practice education. Where, we ask, are the spaces for hope and resilience in these (very) strange times? What does socially just, ethical and inclusive practitioner education look like in this context? And how can cross disciplinary conversations help us in this work? What does it mean to practice *responsibly and response-ably* in always already strange times?



## Speaker Biographies



### Dr. Louise Lambert

Dr Louise Lambert is Associate Professor and Director of postgraduate teaching and professional development in the school of Education and Social work at Birmingham City University. Her interests are in the professional practices and experiences of educators across sectors. She teaches, researches, and writes about critical pedagogies, posthuman theory and the use of creative methodologies across research and practice.



### Professor Liz Houlton

Professor Elizabeth C Houlton (Liz) is professor of Education at Northumbria University. She is interested in adult and professional learning in general and resilience in particular and uses literary texts to understand how adult learning happens. She has researched and written about resilient learning in the contexts of universities, schools and in prisons.



### Professor Anne Looney

Professor Anne Looney is the Executive Dean of Dublin City University's Institute of Education, Ireland's largest faculty of education. From 2001 until 2016 she was the CEO of the National Council for Curriculum and Assessment. Current research interests include assessment policy and practice, curriculum, teacher identity and professional standards for teachers and teaching. She has also published on religious, moral and civic education, and education policy. She has conducted reviews for the OECD on school quality and assessment systems, and acts as a technical expert for the European Commission on initial teacher education reform. She is the current president of the International Professional Development Association and a director of the Gaelic Athletic Association.



### Professor Alex Kendall

Alex is Dean of the School of Law and Social Sciences at LSBU Alex has over twenty years' experience as a practice educator in Higher Education and has worked as a teacher and a researcher in a range of FE and HE contexts, including universities, colleges, prisons, workplace and community settings, both in the UK and internationally. Alex's research interests include teacher development, literacies and creative methodologies and her work pays attention to education as social practice patterned and framed by structural relations and explores opportunities for practicing response-ably otherwise towards more socially just approaches to education. Recent projects include a two-year collaborative project exploring young people's experiences of 'learning in lockdown' with partners in Greece, Germany, Holland and Hungary and the research strand of the Vietnamese government's Enhancing Teacher Education Programme. She is Managing Editor of Practice: Contemporary Issues in Practitioner

Education.



### Dr. Vince Clarke

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

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

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

Vince's Professional Doctorate in Education focused on the theory-practice relationship in paramedic undergraduate education. This work informed the development of university accredited ambulance service paramedic Practice Educator courses and forms the basis for the College of Paramedics approach to practice-based learning with Vince having edited the College publication 'Paramedic Practice-based learning: A Handbook for Practice Educators and Facilitators'.



### Professor Jo Finch

Jo is a Professor of Social Work and Post Graduate Research at the University of Suffolk. Jo became interested in the issue of what happens when social work students fail on a placement when she moved from frontline social work practice and began work as a lecturer in social work in 2002. Jo initially explored this in her Professional Doctorate in Social Work and has since published widely on the issue of assessing struggling or failing students on placements. She delivers training with social work practice educators across the country. Jo has also been involved in evaluations of services, for example, suicide prevention and post suicide support services in East Sussex, and the use of the RIX wiki, during lockdown with people with learning disabilities.

She also publishes on the issue of PREVENT and social work and with her cowriter, developed the term "securitised safeguarding". Jo is the author of "Working with Struggling Students on Placement: A Practical Guide" (2017, Policy Press) and is co-author of "SHARE: A New Model of Social Work" (2018, Kirwan Maclean associates). Jo is currently writing about racism in social work education, and fitness to practice processes within universities.

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