International Professional Development Association

IPDA International Conference 2024
Abstracts booklet

EARLY CAREER RESEARCHER FORUM

Green, Maggie
Atlantic Technological University, Donegal

The lived educational experiences of autistic trans and non-binary students in the Republic of Ireland: Inclusivity labour

Abstract: Understanding the intersectional experiences of autistic trans and non-binary students in educational settings is important for fostering inclusive and supportive environments. Research indicates a significant portion of the autistic community and the trans and non-binary community feel excluded within educational contexts. No previous Irish study has focused on the intersection of both identities and how this impacts young people's experiences within educational contexts. This study investigates and foregrounds the lived educational experiences of autistic trans and non-binary students in the Republic of Ireland. Positioned within a qualitative phenomenological participatory paradigm, semi-structured interviews were used to explore participants' experiences. Data collection, interpretation and analysis were guided by an anti-oppressive framework, which centered IPA and concepts from Critical Autism Studies, Queer Theory and intersectionality. The findings of the study underscore the importance of recognising and challenging the ableist and transphobic norms that underpin the structures, policies and practices of educational contexts. Comprehensive changes are needed at all levels to ensure that students feel safe, supported, visible, included and respected in these contexts. This paper will explore the inclusivity labour that autistic trans and non-binary students engage in within educational spaces in an attempt to have those needs met.

Olajide, Daudu Ayodeji
Federal College of Education Iwo

Making Good Use of Gamification To Enhance Leaning

According to Oxford Dictionary, Gamification is the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service.
"gamification is exciting because it promises to make the hard stuff in life fun"

Effective use of Gamification can enhance student learning.
Making use questionnaire from selected schools, to determine the percentage of acceptance of the fact.
Creating Educative games for practical session.
Conclusion: Looking at the rate student are blending with the computer age, gamification becomes necessary to enhance their skills and learning.

Weekes, Siobhán
Dublin City University

Not All Triangles Are Equilateral: Making the Case for Better Preparing Newly-Qualified Primary Teachers to Work with Families from Educationally Disadvantaged Backgrounds

Since the 1990s, education policy in Ireland has emphasised the role that the family plays in a child's educational attainment. Successive Governments' focus on educational disadvantage is evident through various interventional initiatives, from the Breaking the Cycle programme of 1996 up to the current Delivering Equality of Education in Schools (DEIS) 2017 Plan. Under the DEIS Plan, extra financial and staffing supports are provided to targeted schools in areas populated by families from lower socio-economic backgrounds; these extra school supports are provided to create better educational outcomes for the children who attend. While these extra financial and staffing supports are a crucial element of the DEIS plan, the preparedness of newly-qualified teachers to work effectively with families in DEIS primary settings is one that also requires investment in the form of explicit professional learning opportunities. *Céim*: The Standards for Initial Teacher Education (The Teaching Council, 2020) is the framework all five higher-education authorities who provide initial teacher education must adhere to. One such requirement is that higher-education institutions provide student teachers with the skills and knowledge to work effectively with families yet the opportunities for students to develop such skills is limited. The Organisation for Economic Co-operation and Development's (OECD) review of resourcing schools to address educational

disadvantage in Ireland (OECD 2024) recommends the promotion of models of engagement and collaboration with families. It also recognises the importance of teachers' continuing professional learning in this specific area. This proposed study investigates the following hypothesis; for newly-qualified teachers, adjusting to "the other side of the desk", tension can be created by the differences between the lived-experiences of the newly-qualified teachers and the children they work with in DEIS settings. Over 20% of children in Ireland attend DEIS schools. This is at odds with current primary teacher demographics; 25.1% of student teachers are from high socio-economic backgrounds (as opposed to 18% across other HEI programmes). So, with the potential that one-fifth of newly-qualified teachers will be working in educationally disadvantaged contexts, it stands to reason that they be as well-prepared as possible to do so in their nascent career stage. Drawing both from educational and sociological research, this proposed study will explore the attitudes of newly qualified teachers and primary principals towards how confident and able newly-qualified teachers are to work with families from diverse socio-economic backgrounds and what professional learning supports they require.

Vogel, Ulrike
UWE Bristol

Professional learning for work-based learning practitioners – an exploration of its place in the education eco system of Wales

Abstract: Work-based learning (WBL) practitioners are required to register with Education Workforce Council Wales (EWC) (Education Workforce Council, 2023) and subsequently follow the Code of Practice, which asks for a commitment to continuous professional learning (Education Workforce Council, 2024). Exploring the developments across educational policy in Wales (Welsh Government, 2022, 2024) and their relevance to the professional learning provision for WBL practitioners will provide the starting point. Considering the historic developments (Jones, 2011, 2022) as well as the used terminology (Maleyrot, 2020; O'Brien and Jones, 2014; Sobiechowska and Maisch, 2007) will provide an insight to see if the policies in place are enabling WBL practitioners to effectively fulfil their duty as registered practitioners. Drawing on different perspectives on professional learning in Wales (Evans, 2023; Grigg, 2016) and in other Further Education settings (Hodgson et al., 2019; James, 2019; Leonard and Roberts, 2016) I aim to establish a picture of the current situation for WBL practitioners learning in Wales to provide a starting point for future further explorations.

Flanagan, Elizabeth
Dublin City University, Marino Institute of Education

They have the right to be included: A neuro-affirmative approach to including autistic pupil with a significant learning disability alongside their peers

Abstract: The guidelines for Irish special classes state that students enrolled in special classes should be included in mainstream settings as much as possible in line with their abilities (NCSE, 2016). However, for A/SLD inclusion can be minimal and many pupils remain segregated from their mainstream peers for all or most of their time in school. There is limited literature discussing how A/SLD can be included alongside their peers in mainstream schools and no actual research carried out in relation to what inclusion may look like for this group of pupils. Research into increasing the quantity and quality of inclusive experiences for A/SLD is warranted especially as it is likely A/SLD will need further environmental and teaching adaptations.
Research was carried out over five months in three primary schools with autism special classes with the aim of investigating whether collaborative planning, bespoke professional learning and the use of planning and tracking tool (PTT) could support an increase in the quantity and quality of inclusive experiences accessed by an autistic pupil with SLD. Research was based on understanding A/SLD through the neurodiversity paradigm and the social model of disability. The research intervention involved the principal, in a facilitating role, along with a special class teacher, a mainstream teacher and SNA working collaboratively within an internal professional learning community, to plan, organise and track inclusive experiences for an A/SLD. A neuro-affirming programme was developed, influenced by quality of life indicators which participants used to plan inclusive experiences alongside peers. A series of professional learning seminars were delivered each month during the research period to further support the participants within the internal professional learning community to plan inclusion.

Amjad, Hina
Canterbury Christ Church University

Leveraging AI for Inclusive Education: Exploring Teacher Competencies and Challenges in Pakistan's Private Secondary Schools

Abstract: This dissertation examines the integration of Artificial Intelligence (AI) technologies in private secondary schools in Pakistan, focusing on enhancing teaching practices and supporting inclusive education. The study addresses how AI can be utilized to achieve these goals, exploring the necessary AI skills for teachers, the challenges of AI integration, and the critical aspects that teacher education programs must address.

A survey of 63 secondary school teachers in Pakistan reveals essential AI competencies, including the use of educational software, AI-driven assessments, and personalized learning algorithms. Significant challenges identified include technical difficulties, resource constraints, and inadequate teacher training. While AI holds significant potential to enhance inclusive education, the findings emphasize the need for comprehensive teacher training and strong technical support. The study recommends restructuring teacher education to incorporate hands-on AI training and continuous professional development, while also addressing ethical concerns related to AI use.

This research offers meaningful insights and practical recommendations for educators, policymakers, and technology developers, aiming to support the effective and equitable integration of AI technologies in Pakistan's private schools.

Nulty, Alison
Dublin City University

Cross-Sector Professional Learning in Early Childhood Education: Opportunities and Challenges in the Irish Context

Abstract: This presentation explores the opportunities and challenges of cross-sector professional learning (PL) between pre-primary and primary educators, focusing on fostering continuity and progression in vocabulary instruction during the transition to primary school. From the early stages of the researcher's PhD literature review, key themes are highlighted to inform the design of a cross-sector Professional Learning Community (PLC) to align vocabulary instruction practices across Early Childhood Education (ECE) within the Irish context. The literature review identified several opportunities for cross-sector PL, highlighting the potential to create a shared vision for continuity and progression, align instructional practices focused on vocabulary development, strengthen educator relationships, and foster sustained collaboration. The review suggests cross-sector PL could help bridge gaps between pre-primary and primary education, supporting smoother transitions and promoting developmentally appropriate vocabulary instruction, which may enhance children's vocabulary development. However, several challenges could hinder the implementation of cross-sector PL. In Ireland, differences in professional identity, curriculum perspectives, and pedagogical approaches may complicate collaboration between sectors. Logistical factors—such as time constraints and the geographic separation of schools—further complicate efforts. This presentation will explore the importance of addressing these challenges through the design of an effective cross-sector PLC. Such a design must break down professional boundaries, foster shared understanding, and implement practical solutions—such as release days for educators and centrally located meeting spaces—to maximise the benefits of cross-sector PL for smoother transitions and improved continuity and progression in vocabulary instruction during the transition from pre-primary to primary education.

Cunnane, Tríona
Dublin City University

The Influence of School Leadership on Teacher Professional Learning: Challenges & Opportunities

Abstract: The global discourse on school improvement recognises education leaders as key agents of change, signifying their role in the development of high-quality teachers and the design of innovative learning environments (OECD, 2024). The convergence of school leadership for school improvement and teacher professional learning poses significant risks, challenges, and opportunities for teacher education. In Ireland, the Teaching Council and the Department of Education are collaborating to ensure systemwide implementation of Cosán, a framework for teacher professional learning, with existing school improvement policy. However, there has been a significant dearth of research into the convergence of key components of school improvement and teacher professional learning in Irish primary schools (King, 2011; Murphy, 2019). This poster presents key findings from a multi-site case study, exploring the influence of school leadership on collaborative teacher professional learning and development, in four Irish primary schools. The findings demonstrate that leadership of collaborative professional learning and development is a byproduct of school development and the enactment of school improvement policy rather than a central aim of leadership activity. School leaders are heavily reliant on external services to support their leadership of collaborative professional learning and development. The findings suggest that school leaders must be supported to develop in their second-order role as teacher educators, otherwise, there is a risk that leadership of professional learning could be reduced to a narrow, technicist approach. The poster concludes with a set of recommendations to support the development of school leaders as professional development leaders.

Pape, Emma
Canterbury Christ Church University

Leading change: Putting teacher agency at the centre of a primary school professional development model

Abstract: This study aims to examine the role of coaching and mentoring within a primary school professional development model that prioritises teacher agency. The framework builds on the work of Dewey, Hargreaves and Brookfield aims to empower teachers through personalised, continuous support, thereby promoting individual development and collaborative efforts. Coaching and mentoring are integral to the professional development paradigm, fostering reflective practice, peer learning, and distributed leadership, in accordance with the autonomy and agency theories articulated by researchers including Gert Biesta and Michael Fullan. Teachers are encouraged to assume responsibility for their professional development, with coaches and mentors promoting critical thinking and discourse. The research indicates that this method improves teacher confidence, teaching abilities, and professional independence. Early analysis indicates that combining teacher agency with a systematic coaching and mentoring framework enhances teaching practices and promotes sustainable school improvement.

Kairu, Anne
Birmingham City University

Navigating Uncharted Waters: The Evolving Role of Prison Chaplains in Prisoner Mental Health and wellbeing Support

Abstract: Up to 90% of prisoners experience mental illnesses. This research explores the evolving role of prison chaplains in mental health support and the implications for professional learning and development. We will investigate three key areas:
1. The expansion of chaplains' roles into mental health support, bridging critical gaps in prisoner care while raising questions about role boundaries.
2. The potential lack of proper mental health training for chaplains, challenging the adequacy of traditional theological education for these expanded responsibilities.
3. The blurring of professional boundaries between chaplains and mental health specialists, necessitating clearer role definitions and accountability measures.
Using qualitative methods, including interviews and participant observations, we will capture the lived experiences of both prisoners and chaplains through a social constructivist lens. This approach prioritises the perspectives of both groups, acknowledging the social contexts influencing their experiences and the chaplains' perceived impact on prisoner well-being. Thematic analysis will be employed to identify patterns

in chaplaincy support, role perceptions, structural influences, and perceived mental health impacts. The study will consider the intersectionality of identities, recognising how factors such as race, age, and gender shape these experiences. Our findings aim to inform the development of:
• Adaptive learning models for chaplains that integrate theology, counselling, and mental health support.
• Holistic assessment frameworks to evaluate chaplains' impact on prisoner well-being.
• Collaborative approaches uniting chaplains and mental health professionals.
This research will offer insights into harnessing chaplains' evolving roles while ensuring appropriate prisoner support. It serves as a model for navigating professional development challenges, with implications for prison chaplaincy, prisoner well-being, and prison mental health support.

Lyng, Colette
Beaumont Hospital

Charting new territory in nurse education.

Abstract: As part-fulfilment of a professional doctorate I am exploring clinically based nurse experts (CBNE) engagement with educating nursing colleagues, their perceptions of their own knowledge about educating, and the supports or interventions they need to enable them to develop accreditable traditional, online and blended educational resources. An extensive literature search and review suggests that this is a little explored area in nursing education.

Education and assessment are part of every registered nurse's role. Many nurses have expert knowledge and skills related to their area of work, however, these CBNE do not usually have training or qualifications relating to education. Their primary role is clinical practice, and their training, education and qualifications tend to relate to this.

A two-stage exploratory sequential multiple methods case study approach is being used. Stage 1 uses an online survey to gain an initial insight whilst stage 2 will use semi-structured focus group interviews to explore in-depth the findings from the online surveys. Preliminary results from stage 1 data collection should be available for this conference.

Eliciting this information will allow the identification of interventions and supports to enable CBNE to develop pedagogically sound educational strategies that are constructively aligned to the subject matter and desired learning outcomes. Exploring these unchartered waters offers exciting opportunities for nurse education with the potential to empower CBNE to share their valuable expertise and to assist registered nurses to tailor their learning needs to their work areas and interests, ultimately leading to better patient outcomes.

Manley, Sean
Dublin City University

Understanding and Supporting the Changing Role of Further Education and Training Teachers

Abstract: In the past 10 years, the Further Education and Training (FET) sector in Ireland has undergone fundamental reform (Rami & O'Leary, 2017). FET in Ireland is now an umbrella term that describes all post-compulsory education and training outside of higher education. This study is driven by the question, 'What impact has sectoral reform had on the professional identity and practice of teachers in Ireland's FET sector?' As the first phase of a multi-phase study, this systematic literature review will provide the initial groundwork for mapping the activity system (Engeström, 2016) of teachers in FET.

Ireland's national FET strategy (SOLAS, 2020) proposes an evolution of the FET sector in Ireland, prioritising agility and responsiveness to changing societal and economic needs. Owing to the separate evolution of 'Further Education' and 'Training' sectoral components, reform has raised ideological tensions within FET. Criticism from those within adult and further education traditions has claimed reforms represent a neo-liberal paradigm shift (Glanton, 2023) with a bias towards training traditions. A top-down re-organisation of the sector and the acceleration to align education with employability is noted by O'Neill and Fitzsimons (2020) as contributing to a "contested profession" of FET teacher.

The Irish FET sector is explored through the Three-Perspectives Model of VET (Cedefop, 2023), representing overlapping and competing lenses of Socioeconomic/Labour Marktet, Education System, and Pedagogical/Epistmelogical perspectives. This analysis helps to frame the professional identity and

practice of FET teachers, drawing attention to contradictions and tensions across stakeholder activity systems and opportunities for expansive learning (Engeström, 2016).

Hotham, Eleanor
Sheffield Hallam University

Appreciating the unobservable: How and why does professional learning work for individuals?

Abstract: Programmes of professional development are often organised for groups of people. Yet it is the individual, and their personal learning response to a professional development opportunity, that is central in understanding how and why such programmes work – or indeed, do not. Here, I propose that theorising around the (potentially unobservable) reactions of those involved in professional development is key to the effective evaluation of existing programmes as well as the design of future initiatives.

In this paper, drawn from doctoral research on teacher professional learning and curriculum design, I present working theorisations of how, why, and in which circumstances programmes of curriculum professional development might lead to changes in teachers' professional practice. Grounded in realist theory, I employ the concept of 'causal mechanisms' to think more deeply about how certain programme characteristics may lead to particular participant responses (Pawson, 2002).

Using this approach, I show how theorising change for individuals in this way can enable us to appreciate the underlying workings of the programme as a whole. Such theorisations are important because they allow for a deeper appreciation of why programmes may be effective for one participant, and not for another, by taking into account the contextual conditions that impact the ability of professional development programmes to meet the needs of individuals.

Hogan, Clare
Dublin City University

Navigating gender discrimination: an exploration into the impact of experiences of sexism on the wellbeing of Home Economics teachers in the Irish post-primary context

Abstract: There has been a dearth of research on Home Economics teacher experiences of and perspectives on sexism in the Irish educational context, particularly with respect to the potential effects of such on their wellbeing. In general, there is a paucity of academic research pertaining to teacher wellbeing in Ireland, contrary to the abundance of literature on student wellbeing across all educational sectors (Roffey, 2012). Teacher wellbeing is critical for the wellbeing of the whole-school community as prioritising and supporting teacher wellbeing promotes the capacity of schools to meet the needs of the increasingly heterogeneous Irish post-primary school community (Nohilly, O'Toole, and Collins, 2023; McCallum and Price, 2010). This paper presents evidence within the literature of research implemented on the impact of sexist behaviours on student wellbeing in the Irish post-primary context (Edwards et al., 2023), and acknowledges the existence of a lacuna regarding an impact of similar on teacher wellbeing. The proposed research sets out to explore Home Economics teachers' experiences of sexism in the Irish post-primary school environment with a view to determining the impact of sexism on the wellbeing of these teachers, using a mixed-methods approach. This research has the potential to support the development of educational policies and interventions that would engender empowerment and transformation for a sustainable, gender equitable future in Irish schools and advocate for teacher wellbeing.

Khatri, Naresh
University of the West of Scotland

Teacher Professional Learning and Development: Navigating Play-based Learning in Nepal's Kindergartens

Abstract: Play-based learning in kindergarten is a child-centred educational approach that has gained significant recognition in early childhood education (Danniels and Pyle, 2022). This concept/method operates on the belief that young children naturally learn and explore through play. Research has linked play-based learning to numerous positive outcomes for young learners, such as enhanced motivation, creativity, problem-solving skills, and social competence (DeLuca et al., 2020). This paper discusses the challenges and opportunities of

implementing play-based learning from the perspective of teachers in kindergartens across Nepal. Using qualitative research methods (Denscombe, 2007), in-depth interviews were conducted with five kindergarten teachers to gain insights into their experiences and perceptions of this pedagogical approach. The findings reveal that teachers view play-based learning as a powerful tool for enhancing children's engagement, long-term memory retention, and holistic skill development. Teachers observed that play-based activities foster greater enthusiasm for school, improve cognitive and social skills, and create a positive and inclusive classroom environment. However, the study also highlights several challenges in the effective implementation of play-based learning. These include limited resources, insufficient infrastructure, a lack of specialised training for teachers, and social divisions based on characteristics such as caste, culture, religion, gender, race, and language. In addition, collaboration between parents and teachers was identified as an area needing improvement to maximise the success of play-based learning. The participants noted that the successful integration of play-based learning requires greater investment in teacher professional development, as well as policy-level support to address these barriers. This paper provides valuable insights into how play-based learning can be optimised in Nepal's early education sector.

Leeder, Thomas
University of East Anglia

Fast-tracking within formal sport coach education: The perspectives of British Orienteering coaches and coach developers

Sport coaching is embedded with ego and sociocentric beliefs which assumes that embodied experience as an elite athlete is necessary to become an effective coaching practitioner, at the expense of knowledge obtained via formal professional development opportunities. Problematically, national governing bodies have legitimised these beliefs by actively promoting the process of fast-tracking, which entitles elite athletes to accelerated progression through formal coach education courses, despite the potential issues this may cause. Consequently, the aim of this research was to understand and explore coaches' and coach developers' perspectives towards fast-tracking within British Orienteering's formal coach education provision. Multiple qualitative data collection methods were used, including virtual dyadic interviews (n=2) and focus groups (n=2) with coaches and coach developers, in addition to analysis of documents related to formal coach education courses. A *phronetic iterative* approach to data analysis was adopted, with three themes constructed: (1) Knowing what good looks like: Privileging practitioner experience and endorsing fast-track routes; (2) Obtaining respect and coaches' preference for fast-tracking; and (3) A flawed coach education system: Creating a cottage industry and sympathising with coaches. The findings are critically analysed and situated within the specific sport coaching and broader professional learning literature.

SYMPOSIA

England Vietnam Symposium

Mapping new terrain: gender, identity and practitioner learning in global south contexts

Alex Kendall, London South Bank University
Antuni Warsi, Universitas Negeri Yokyakarta
Nguyễn Thị Thu Trang - Ho Chi Minh City University of Education
Đoàn Nguyệt Linh, Vietnam National University Hanoi
Claire Paterson Young – Northampton University
Richard Hazenburg – Northampton University
Ecem Karlidag-Dennis – Northampton University
Angela Lee – University College of Estate Management
Charis Karagianni, London South Bank University
Amanda French, Birmingham City University
Julia Everitt, Birmingham City University

This symposium speaks to the 'complexity' and 'challenges and opportunities' strands of the conference and maps new socio-spatial-temporal terrain in relation to gender, identity and practitioner learning in Indonesia and Vietnam. The session also plays with 'here be dragons' as an epistemic motif and an opportunity to explore the situatedness of knowledge making practices and the ways power circulates in Education to 'other' gendered, raced, disabled bodies.

The session brings together researchers, teacher educators, academics and teachers from over 10 institutions across Indonesia, UK and Vietnam to share insights from work in progress from a cluster of collaborative projects funded through the British Council's Gender Equality Partnerships fund.
- Making Gender Equality Matter in School (MGEMS): Teaching for Gender Equality in Vietnam
- Prevention of violence against women/girls so as to build safe-spaces for women in educational universities in Vietnam
- CAREER: Cultivating Awareness, Resources, and Equality for Educators
- EnPOWER: Enabling the progression of women researchers in Vietnam
- STEM-POWER: enabling the progression of women leaders in STEM education in Indonesia
- Empowering female students and graduates enhancing skills and expanding opportunities: Learning from UK and Indonesia

We draw on insights from these projects to stimulate discussion about:
- teachers' concept-making about gender and how ideas frame everyday pedagogical practice;
- the impact of educational places and spaces as contexts for gender concept making;
- the ways in which institutional discourses about gender pattern experiences for teachers and students;
- the impact of all the above on teachers and students decision-making and career building;
- otherwise thinking about gender and pedagogy and implications for teachers, students, leaders and policy makers in global south contexts;

We also pay attention in our discussions to the complex, but often unacknowledged, socio-cultural dynamics of research collaborations between UK and global south partners. In particular we consider strategies for disrupting the colonising work that English and English academic literacy traditions do in collaborative professional learning both in anglophone and non-anglophone contexts.

IPDA England Symposium

A critical exploration of the professional learning needs of Early Careers Researchers (ECR) and Post-Doctoral Researchers (PDR): How can these be supported and met through collaborative professionalism?

Hargreaves and O'Connor (2018) outline the importance of continuous collaboration to develop professionals in a wide range of fields. IPDA England, with its strategic commitment to develop future researchers, provides a structured approach to develop communities of practice with the aim to provide safe learning space for ECR and PDRs. This symposium will explore further how the association developed a framework of support for new, current and experienced researchers to engage in learning conversations regarding their own learning, to deepen their research approaches and practices.

Symposium Session 1: - Lizana Oberholzer and Linda Devlin

Developing research learning relationships, conversations and practices with Early Careers Researchers through collaborative professionalism. The use of writing retreats, spotlight sessions, and lightning conferences to engage with the learning conversation for Early Careers Researchers.

Symposium Session 2: Lizana Oberholzer and Karen Vincent

Taking the learning further and deeper through the use of workshops to enhance Post Doctoral Learners' development through collaborative professionalism.

Symposium Session 3: Derek Boyle, Pauline Smith, Stuart Mitchell

Using Special Interest groups, and wider participation with associations to develop professional learning conversations and collaborative dialogues regarding key debates and current issues within the field to enhance ECR and PDR development.

Discussant: Sean Starr

PDiE Journal Symposium

Working with Professional Development in Education Journal

Professional Development in Education (PDiE) is one of the International Professional Development Association's esteemed journals, where members are able to publish their research, or where they are able to get involved in journal reviews.

This session will provide participants with insights on how the journals works with IPDA members to progress their work for publication. Editors explore how the review and publication process works to provide you with clear guidance on what your next steps are to move your future publications forward.

You will be provided with helpful insights on what is required for high quality journal publications, and the session will be a helpful guide to anyone who is aiming to publish in the journal for the first time.

PAPER PRESENTATIONS

Individual Paper
Barnes, Michael
University of Wolverhampton

What are the perceptions of preparedness of Early Career Teachers following the new framework from the initial teacher training tutors who work with them?

The research focused on the preparedness of Early Career Teachers (ECTs), as previous research regarding Initial Teacher Training (ITT) policy highlighted a number of teaching areas where beginner teachers were not suitably prepared (Bickmore and Bickmore, 2010; Brading, 1999; DfE, 2010, 2011c, 2012, 2013, 2014, 2015, 2016 and 2018; Evans et al., 2009; Gorard, 2017; Griffiths, Jacklin, and Robinson, 2002; Harrison, 2002; Hobson et al., 2007, 2009; Kidd, Brown and Fitzallen, 2015). This research examined whether the new framework (DfE, 2019a, 2019b) could provide an essential first step in preparing ECTs.

The interpretative, exploratory, single case study (Merriam, 1998, 2009) collected qualitative data via a questionnaire and through in-depth, semi-structured interviews. The participants were ITT tutors who worked in a HEI in the West Midlands. The case study utilised methods associated with grounded theory for data analysis (Charmaz, 2006; Glaser and Strauss, 1967; Strauss and Corbin, 1990, 1998). These comprised memoing and coding procedures, where the codes were analysed and categorised. Constant comparison analysis was used throughout.

The study revealed perceptions that the new framework may not fully prepare ECTs to teach, as there are several areas that impede this, such as workload (Martin, 2023; Noble-Rogers, 2021), wellbeing (Education Support, 2021; Glass, 2023; NASUWT, 2022), SEND (Whittaker, 2023), lack of assistant teachers (ASCL, 2023; Dickens, 2022; Fazackerley, 2023 NFER, 2023; Topping, 2022; UNISON, 2022) and trained mentors (Belger, 2022). The study also recommends that ECTs need access to theory that is wider in scope (BERA, 2019; UCET, 2021) and where their practical experience needs to be expanded to different school settings.

This study informs our theoretical understanding of ECT preparedness and highlights the need to develop a shared understanding amongst policymakers, teacher educators and schools regarding the various factors that influence and define the preparedness of ECTs.

Individual Paper
Boyle, Derek
Bromley Schools' Collegiate, United Kingdom

Building stronger partnerships within School-Centred Initial Teacher Training placement school networks.

Within England there are several distinct types of organisations that can provide Initial Teacher Training (ITT) or Initial Teacher Education (ITE) programmes that lead to the award of Qualified Teacher Status (QTS). These organisations are collectively referred to as 'providers' within the sector and although they have slightly differing approaches to preparing teachers for gaining QTS, they rely heavily on the placement of beginning teachers within schools to develop their confidence and competence within the classroom.

The ITT Market Review (DfE 2022) has created a set of externally turbulent factors that have shifted the whole landscape of Initial Teacher Training within England and forced a new paradigm of expectations and constraints on providers. The results of this policy change has created turbulence within the sector that is both intentional and unintentional.

Beabout (2012) concludes that turbulence can spawn imaginative thinking and practice and this needs to be recognised and embraced at an organisational and sector level.

The urgency of this work is under-scored by the monograph edited by Ellis (2024) which provides an authoritative analysis of the factors currently impacting on the teacher training sector in England as a result of Government policy from 2010 onwards and especially the significant changes from 2019 onwards. The changes within the sector specifically relating to the ITT Markey Review from 2022 onwards (Department for Education 2022) has accelerated the destabilisation of the current symbiotic relationships between providers and placement schools.

Presently there is a knowledge gap in the current research within the development of Professional Learning Networks (PLNs) focused on how placement schools can be supported to develop sustainable communities of practice within teacher education. From a policy response paradigm centred on the ITT Market Review (DfE 2022) this needs to be centred on the development of placement mentors and the eco-systems of those that can impart the professional knowledge and experience needed to prepare novice teachers for the early career phase of their professional experience.

The training and development of placement mentors within schools is becoming a contexted and complex space as ITT providers have the freedom to design and implement their own training frameworks for teachers. This turbulence is likely to imapct on the willingness of teachers and employers to want to work with multiple providers and will have long-term implications for teacher supply in England.

Individual Paper
Chinnasamy, Jayakumar
University of the West of Scotland, United Kingdom

Diversity, Inclusivity, and Professional Learning in Higher Education: A Global Perspective

Background: The landscape of higher education (HE) is evolving into an interconnected global network, emphasising the significance of diversity and inclusivity in professional learning in the context of events such as the Pandemic, Crisis, and the rise of Artificial Intelligence (AI) in education. This is no exception to the UK HE. This research explores the intersectionality of diversity and inclusivity themes within the context of a global perspective, examining how internationalisation shapes professional learning experiences for individuals across diverse cultural contexts. As HE institutions strive to prepare professionals for an increasingly interconnected world, it becomes imperative to understand the complexities and opportunities associated with fostering diversity and inclusivity in professional learning environments (Advance HE, 2023; Daniels, 2017).

Method: To investigate this topic, a comprehensive literature review was conducted, synthesising existing research on diversity, inclusivity, and professional learning in the global higher education landscape. Additionally, qualitative interviews were planned with professionals, particularly early career educators from various cultural backgrounds, to gather firsthand perspectives (Denzin and Lincoln, 2011) on the challenges and opportunities associated with internationalisation in professional learning.

Findings: The study so far reveals a rich range of perspectives on professional learning, with cultural differences significantly influencing the experiences of individuals. Diversity was not only acknowledged but celebrated, contributing to a more holistic and well-rounded understanding of professional roles and responsibilities. While internationalisation brings about a number of benefits, including exposure to different teaching methodologies and a broader knowledge base, it also presents challenges. Language barriers, cultural misunderstandings, and varying expectations were identified as key obstacles that require thoughtful strategies to overcome. Findings emphasise the need for intentional efforts to create inclusive professional learning environments. Inclusive practices ranged from curriculum design that incorporates diverse perspectives to the establishment of mentorship programs that support the unique needs of professionals from underrepresented backgrounds. The literature highlights the significant advantages of a global perspective in educators' learning experiences. Exposure to diverse perspectives will not only enrich educators' understanding of their field but also enhance their ability to navigate a globalised workforce and contribute meaningfully to cross-cultural collaborations.

Implications: The implications of this study highlight the importance of revisiting curriculum design and pedagogical approaches in professional learning. Institutions must incorporate diverse perspectives and international experiences into their educational frameworks to prepare professionals for global challenges. Recognising the challenges posed by internationalisation, the study emphasises the need for robust support mechanisms. This includes language support, cultural sensitivity training, and mentorship programs tailored to the unique needs of professionals navigating internationalised learning environments. Institutions should reevaluate and update their policies to foster inclusivity and diversity. A global perspective on professional learning suggests that it is an ongoing, lifelong process. Institutions should encourage continuous professional development, providing resources and opportunities for professionals to engage with diverse perspectives throughout their careers. The findings and implications outlined in this study contribute to the ongoing discourse on how HEIs can best prepare professionals for success in an interconnected and diverse world.

Individual Paper
Coffey, Sharon
Kilkenny Carlow ETB, Ireland

The role of school leadership in supporting the implementation of professional learning

Teacher professional learning is not confined to what occurs in a workshop, one must also attend to what happens when a teacher returns to school to implement the new teaching practice. Teacher professional learning is contextually bound in school culture and context and has a direct link for teachers' initiation and implementation of new innovations (Fullan, 2015; Rahman, 2017). Change is more likely to be sustainable if those managing the change considers the context in which the teacher needs to return to after the professional learning programme took place (Darling-Hammond & McLaughlin, 1995; Fullan, 2016).

This study provides a unique perspective of the complex nature of professional learning at school and at teacher individual level. To understand teacher learning we must explore it within multiple contexts, considering the individual teacher and the social system in which they operate within (Borko, 2004). Teachers are more likely to implement new innovations when they work in a school environment that values collaboration (Clarke and Hollingsworth, 2002; Jurasaite, Harbison and Rex, 2010; Leithwood et al., 1998, Warren Little, 1982; Park et al., 2007), have school leaders with an understanding of the professional learning initiative (Leithwood et al., 2009; Newman et al., 2000) and opportunities for teachers to reflect upon their learning and receive feedback from others (Imants, 2002).

The role of the school leader is crucial at school and individual level to support professional learning. Fullan (2015) acknowledges that although leadership is a complex and contested concept, it has a considerable impact on professional learning and promoting & sustaining of change in the classroom. With this in mind, there is wide belief that school leadership impacts teachers' practices arising from teachers' engagement in professional learning by creating conditions to support collaboration, reflection and feedback (Bolam et al., 2006; Fullan et al., 2005; Rhodes et al., 2004).

This paper is part of a wider study which explored the experiences of fifteen teachers from five schools engaged in a professional learning programme. This qualitative research paper focuses on a specific contribution of that study, what conditions are created by school leaders in supporting fifteen teachers from five schools implementing new practices after returning from a professional learning programme. Semi-structured interviews were conducted to explore the views of the fifteen teachers. Interviews were transcribed and thematically analysed, using Braun and Clarke's (2006) six phases.

The findings from this paper report:
1. The school leader created the conditions and the culture for collaborative sharing of learning in three of the five schools.
2. All five schools had at least one school leader currently or previously trained in the programme. The teachers reported that having a school leader experienced in the knowledge of the programme was key in creating organisational capacity for change (supporting teachers in planning, reflecting and implementing the practices in four of the schools).
3. One school leader provided no support to the team of teachers, and this had a negative impact upon implementation.

Individual Paper
Farmer, Stuart
Institute of Physics, University of Strathclyde, University of Stirling

The problem in the 'middle': the misalignment of policy and practice for the career-long professional learning of teachers in Scotland

My recent PhD research has explored why the lived professional learning experiences of teachers in Scotland have fallen short of both the national policy rhetoric and the needs of teachers. The conclusions of the research draw on three data sources in addition to the literature on teacher professional learning. I conducted a systematic analysis of national policy documents in Scotland as they relate to teacher professional learning. I also gathered data on their professional learning experiences from 12 experienced secondary school physics teachers working in state funded secondary schools across the north of Scotland. This included an analysis of their professional learning journey through their careers to the time of the study plus more in-depth study of their professional learning for one complete annual cycle. I also interviewed 14 leaders with responsibility for teacher professional learning from across local, regional, and national organisations to gain insight into why there is a policy-practice gap. Analysis of the data highlighted that there is a very busy policy environment providing mixed messages throughout the 'middle' or meso-level of the Scottish education system. This environment promotes different conceptions of professionalism and diminishes a focus on improving the instructional or pedagogical core in classrooms. The result is that the education system fails to deliver well either national priorities, the professional learning needs of teachers, or the improved outcomes all actors would like to see for children and young people. This session will briefly describe the findings of the research and explore the drivers which could be used to improve the leadership of professional learning in the meso-level of Scottish education.

Round Table
Foley, Kathleen
UCC, Ireland

"We need a bridge": Approaches to engage primary teachers in transformative professional learning and the role teachers' agency plays.

This PhD study aims to discover what approaches can be utilised to best incorporate the principles of the *Cosán* framework (the Irish national framework for teachers' professional learning [TPL]) into the professional practices of primary teachers in Ireland, while cultivating agency. This study focuses on whether the development of reflective, collaborative cultures within schools has the potential to lead to transformative TPL, while also examining what factors may inhibit or enable their ability to engage with this. This research draws upon current national and international literature on the topic and seeks paradigms of best practice in TPL that may be applicable. The theoretical frameworks of sociocultural and constructivist perspectives on learning and complexity theory further inform this study as I build knowledge based on the complex, lived experiences of the participants. A qualitative, multiple case study, involving fourteen primary-school teachers, is the methodology employed. Over a fifteen month period, the views of these participants, as they utilise *Cosán* to assist them in furthering themselves professionally, is being collected through semi-structured interviews and focus groups and analysed thematically. Initial results have identified eight significant factors which influence teachers' abilities to engage in transformative TPL and the recognition that TPL is a non-linear, iterative path, dependent on life stages and varying contexts, which needs to embrace a holistic view of teachers. Consequently, TPL needs to be flexible and bespoke to meet the needs of individual teachers, within their current ecological contexts, and responsibility for this needs to be shared amongst all actors.

Individual Paper
Foley, Kathleen
UCC, Ireland

Factors enabling or inhibiting primary teachers engagement in transformative professional learning in Ireland

This paper investigated the internationally relevant topic of what factors enable or inhibit teachers' engagement with teachers' professional learning (TPL) and how these concepts can confluence and result in transformative TPL for teachers, from the perspective of primary teachers in the Republic of Ireland. Significant factors in literature, which are deemed to influence the effectiveness of TPL, were synthesised in this review and compared to paradigms of TPL such as Guskey's (1991) paper on effective professional learning, to Timperley et al.'s (2007) synthesis on TPL and Korthagen's distinctive view on TPL (2017). The theoretical frameworks of constructivism, the sociocultural theory of learning and complexity theory further informed this study as I built knowledge based on the complex, lived experiences of the participants. A multiple case study was employed and, through semi-structured individual interviews, data was collected from the perspectives of fourteen primary teachers, in varying contexts, across the Republic of Ireland. Their experiences of TPL were analysed thematically to answer the research question posed: What factors enable or inhibit primary teachers' engagement with transformative TPL in Ireland? The participants identified school leadership, school culture, collaborative practices, reflective practices, resources, relevance, teacher autonomy and the need for TPL to encompass a holistic view of the teacher if professional learning is to be transformative. Results also demonstrated the effectiveness of using the theoretical framework utilised for this study to reveal how individual techers are enabled to engage in transformative TPL within their dynamic layered contexts. Recommendations include the recognition that TPL is a non-linear and iterative path over the length of a teacher's career, dependent on life stages and varying contexts. Consequently, TPL needs to be flexible and more bespoke to meet the needs of each teacher, within their current ecological contexts and responsibility for this needs to be shared amongst all actors.

Individual Paper
Gardiner, Carol
Dublin City University, Ireland

"… If you have nightmares about an experience you shouldn't be sending your young people into a system": Drawing on the experiences of learners diagnosed with Developmental Co-Ordination Disorder (DCD) to rethink the inclusive cultures of mainstream post-primary schools

Amidst the shifting landscapes of professional learning, this paper embarks on a journey through perilous and uncharted territories, guided by the theme 'Here be Dragons – I am not a Robot.' Stemming from medieval cartography, where sea monsters marked unknown realms, this metaphor encapsulates the dangers and uncertainties inherent in the educational landscape. Focusing on the lived experiences of learners diagnosed with DCD within the Irish mainstream post-primary education system, the study addresses a significant gap in research.

Drawing upon a subset of data from a broader Ed.D. investigation, this paper delves into the personal narratives of these learners, utilising in-depth semi-structured interviews and focus groups to unveil their struggles and triumphs. Thematic analysis uncovers key issues embedded within individual experiences, shedding light on the dragons lurking within educational cultures, policies, and practices. Through a Critical Disability Studies lens, the paper exposes the oppressive power dynamics that perpetuate marginalization and trauma among learners.

The Irish education system harbors dragons, notably the pervasive influence of medical model perspectives and a lack of understanding of DCD within school environments. Learners' perceptions reveal gaps in knowledge and support, exacerbating their educational challenges. Despite these formidable obstacles, the paper offers glimpses of hope, emphasizing the resilience and agency of both educators and students. In a world where teachers and learners cannot be expected to conform to robotic standards, this acknowledgment of humanity becomes a beacon of possibility.

Amidst the dragons, the paper presents compelling evidence of negative experiences that hinder educational progress and threaten learner well-being. Structural inequalities and compromises on basic human rights emerge as central themes, underscoring the urgency for systemic change. Through first-person phenomenological accounts, the importance of inclusive practices and equitable policies becomes evident. By centering the voices of those directly impacted, the paper advocates for a transformative approach to education—one that dismantles oppressive power structures and fosters genuine inclusion.

In conclusion, 'Here be Dragons – I am not a Robot' serves as a poignant reminder of the challenges inherent in navigating the educational landscape. However, it also signifies resilience, agency, and the potential for positive change. As we confront the dragons within our midst, let us forge a path forward guided by empathy, understanding, and a commitment to justice.

Individual Paper
Gwilt, Paul Leslie
University of Gloucestershire, United Kingdom

A Critical investigation into the impact of mentoring and coaching on the retention of early career teacher.

As an experienced practitioner in the F.E. sector many changes have been witnessed. Changes that are born out of government policy are the norm as are 'in-house', policy changes. Moreover, these changes usually introduced a shift in workload and internal systems that often-hindered effective practice. The fall-out from that has created a high turnover of Early Career Teaching (ECT) staff.

Literature points to ECTs experiencing negative thoughts and emotions when faced with the reality of teaching (Poletti, 2020; Rasanen *et al.,*2020; Santoro, 2021) and as such, tend to leave the profession within the first 3-5 years of service (Burghes *et al.,* 2009, cited in Perryman and Calvert, 2020). One issue presented here and supported by literature, advocates a correlation being made, through research, of the importance of teacher development to the retention of ECTs (Learning Forward, 2011, cited in Heineke, 2013) to support continuity in the classroom as this engenders positive outcomes for students. Therefore, it is in the interest of many stakeholders to support ECTs and develop them in a bid to remain in the profession.

Recent government policies and strategies recognise this and advocate the need for mentoring and coaching (DfE, 2010; DfE, 2011; DfE, 2019; DfE, 2022) for ECTs and place value in such implementation. Where these policies fall short is in lack of governance of these approaches, leaving each context to provide their own support which is likely to be based on an inconsistent understanding. Academic literature extends the role mentors and coaches to include professional discussions that are crucial in the development and retention of ECTs (Popova *et al.,* 2022) and are now recognised as a supportive process that encourages 'buy-in' and encourages ECTs to invest (Tabbron *et al.,* 1997). Whilst the value of mentoring and coaching is explicitly voiced in a range of literature, disappointingly, most of this literature places focus on schools and leaves F.E. out in the cold.

To complete this qualitative research, an ethnographic stance was adopted given the expectations (Misrah and Alok, 2017) of outcomes. Viewing this research through an interpretivist lens (Scotland, 2012; Junjie and Yingxin, 2022), this research sought to establish a representation of the issue (Cohen *et al.,* 2018) as seeking one definite conclusion was unlikely. To achieve this, questionnaires and semi-structured interviews were conducted. Questionnaires, considered a reliable source to collate data (Lambert, 2012; Dewaele, 2018), proved to be efficient for this process allowing for ease of interpretation (Lambert, 2012). Semi-structured interviews allow for ease of information to be extracted and discussed. (Lambert, 2012; Winwood, 2019), moreover are flexible allowing deeper exploration of any given idea (Lambert, 2012).

This research convincingly suggests there is an issue within the F.E. sector where an initial lack of support impacts on how ECTs steer their careers. Findings reveal how informal mentoring and coaching (usually informal staffroom mentoring and coaching processes) support ECTs in their development and their strong desire to succeed overtakes the feeling of despair (McCormack and Gore, 2008; Sancar *et al.,* 2021; Smith and Gillespie, 2023).

Individual Paper
Huxtable, Marie
University of Cumbria, United Kingdom

Living Educational Theory Research: A bespoke and innovative approach to professional development

I feel it is incumbent on me to engage in the continual, challenging and complex process of professional development to enable me to realise my responsibilities as a professional and as a global citizen. Those responsibilities include more than just continuing to develop knowledge, skills and expertise associated with a field of practice and conforming to ethical standards. They include responsibilities to contribute to the learning of the social formations, which form the context of my practice, and those who comprise them, to flourish humanely while helping others learn to do so too. To realise these responsibilities a professional has to engage in a continual process of bespoke professional development. This includes engaging in professional practitioner educational research to take a deep dive into the dangerous and unchartered complex inter-related personal, local, national and international ecologies, which form the context of educational, values-laden professional practice and learning. I am also cognisant of my responsibilities as a human being living in the 21st century, where individual acts are recognised to have global consequences.

Living Educational Theory Research is the professional practitioner educational research approach adopted by professionals working in diverse fields of practice and cultural contexts. In their accounts they detail the bespoke innovative approaches to their professional development and learning it has led them to create as they research questions of the form, 'how, as a professional practitioner, do I enhance my educational, values-laden influence in learning so Humanity can flourish in a safe, sustainable world?' In the course of the research peers are asked to help strengthened the validity (e.g. Habermas, 1976) and rigour (e.g. Winter, 1989) of the research. The validity of the knowledge generated and the contribution it makes to the global growth of educational, values-laden knowledge is tested, for example, in the course of submitting papers for publication in peer reviewed journals and presenting at conferences.

The research aim is to contribute to professional development and educational, values-laden knowledge and pedagogical practices in relation to education as a values-laden process expressed in Magna Charta Universitatum (MCU 2020), the Global Education Network Europe (GENE 2022) and the European Declaration on Global Education to 2050 (Dublin Declaration 2023)

The theoretical framework integrates insights from educational theory and research, positive and social psychology and values-led practitioners' theories and research. It provides the basis of an argument, with evidence, which justifies professional practitioners adopting a Living Educational Theory Research (Whitehead, 1989, 2018; Whitehead & Huxtable, 2024) approach to creating a bespoke and innovative approach to their professional development.

The implications are explored of asking, researching and generating answers to questions of the kind, 'How has Living Educational Theory Research enabled professional practitioners to realise their educational, values-laden responsibilities to contribute to local, national and international social formations learning to flourish and help others do so too in a world riven by humans beings behaving inhumanely?' The conclusions draw on papers published 2008-2023 in the Educational Journal of Living Theories (https://ejolts.net/) and Masters and Doctorates accessible from https://actionresearch.net/.

Individual Paper
Johnston, Dave Liam
Wildlife Conservation Society, United States of America

From the Zoo to the Classroom: The Exploration of Practical Teacher Education Outcomes in Zoos & Aquariums

There is little doubt of the importance of teacher education from a professional perspective. This is especially true in content areas with high staffing needs due to historically poor retention, such as STEM. While teacher education has often been situated in higher education centers, there is

increasing evidence that informal science institutions can help supplement science teacher learning in interesting ways. However, zoo & aquarium teacher professional learning is a notable gap in the academic discourse. The Wildlife Conservation Society (WCS) has provided sustained ongoing professional development for teachers for decades, however, we haven't systematically studied the impact of our efforts for teacher practice until recently. Building off of a quantitative study previously conducted which indicated that zoo & aquarium teacher PD does increase teacher content knowledge, pedagogical content knowledge, and understanding of the practical applications of science, we are now conducting qualitive case studies with zoo & aquarium program participants to better understand the ways in which science teachers implement learning from zoo & aquarium PD into their practice. This presentation will discuss the theoretical foundations for this study, study design, and preliminary findings. Additionally, we will discuss preliminary reflections on how the initial findings could impact teacher education efforts for WCS, as well as how it connects to larger conservation education professional standards and discourse.

Individual Paper
Jones, Ken
Professional Development in Education, United Kingdom

From INSET to professional learning: 50 years of change and an agenda for the future

The IPDA journal Professional Development in Education (PDiE) is 50 years old in 2024, and in the Editorial for issue 50.1 we celebrated with a look back at the ways in which the professional learning of educators has developed over the last half century (Jones and O'Brien, 2024). Over this time, Professional Development in Education has provided the most comprehensive collection of academic writing on professional learning and development. The aim of this paper presentation is to highlight some of the significant developments in policy, practice, research and theory that have been recorded in articles published in PDiE since 1974, to question whether patterns in changes to policy and practice are recognised by participants at the conference, and to anticipate future changes in the evolution of research and thinking in the field of professional learning. It will link with the conference theme by enabling reflection on the dragons that have been encountered and overcome and by challenging participants to navigate some unchartered waters that lie ahead.

Research into teacher professional learning has shown an exponential increase in recent years (Halinger and Kulophas, 2020). Sub themes now include the leadership of professional learning (Poekert and King, 2023), the growth of professional enquiry to generate research-based practice (Clayton and Kilbane, 2016), non-linear approaches to professional learning (Strom & Viesca, 2021; Boylan, 2018), the growth of mentoring and coaching (Lofthouse, 2019), collaboration and networking (Hamilton, 2020) and professional learning for praxis (Salo, Francisco and Olin, 2024). These themes are encapsulated in the change in terminology from INSET through staff development to professional development to professional learning (O'Brien and Jones, 2014) and challenged through critical analysis of "accepted" findings of research into ""effective"" professional learning (Asterhan and Lefstein, 2024).

The first part of the presentation will look back at research in teacher professional learning, policy and practice over the past 50 years, drawing on an overview of the articles published in *Professional Development in Education* since 1974. The presentation will consider the types of studies published, using Lee's (1997) distinction between policy-focused analyses and empirical research into the impact of professional learning episodes, programmes and events; it will highlight the move to non-linear, complex interpretations of 'effective' professional learning (Strom and Viesca, 2021), and invite participants to identify similarities and differences in the professional learning journeys from their own national, local and personal experiences.

The second part of the presentation will look forward, identifying the key research questions that still remain unanswered, despite 50 years of research on teacher professional learning. It will draw on international participant responses from a round-table session at ECER 2024 and consider, amongst other things, the implications of increasing globalisation, the use of new technologies and the potential for genuinely transformative professional learning (Kennedy & Stevenson, 2023) to avoid professional learning "becoming a robotic technicist approach".

Participants will be invited to discuss the extent to which research on teacher professional learning has evolved and to work together to identify a future research agenda that will contribute to enhancing practice.

Practice Spotlight
Jones, Lynne; Bell, Sheena
Scotland's National Centre for Languages, University of Strathclyde

'Teacher agency isn't a myth!': a decade of building personalised leadership capacity in languages education at all levels in Scotland through turbulent times

In this practice spotlight session, we present a Masters level professional learning and leadership development programme for primary and secondary teachers of languages. We will explain how the challenges and opportunities posed by an ambitious policy context at both system and subject-specific levels have shaped the design and outcomes of this programme.

Developed by SCILT, Scotland's National Centre for Languages in partnership with the Languages Team at Education Scotland, the national curriculum agency, Scotland's Languages Leadership Programme (SLLP) is an innovative year-long programme designed to build the leadership capacity of primary and secondary teachers in languages education and local authority officers with curricular responsibilities.

In this programme participants join an online professional learning community where they develop a personalised pathway of learning through organised sessions, reflective journalling, the support of critical friends and networking opportunities. This model of long-range subject-specific professional learning is unique within the Scottish education system.

Over 10 years, the programme has welcomed around 400 teachers from across all 32 council areas of Scotland from Orkney to Dumfries & Galloway and everywhere in between, working in settings that are urban and rural, island and mainland, diverse and homogeneous. Repeatedly recognised as high quality professional learning by the General Teaching Council Scotland, even more importantly, the feelings of programme alums expressed in the session title indicate that the SLLP experience is one that empowers participants.

Join this session with colleagues from SCILT to find out more about how this can be achieved.

Practice Spotlight
Kitchen, Rebecca Jane
Geographical Association, United Kingdom

What does it mean to 'get better' at teaching geography? Developing a toolkit to help teachers craft their own professional development journey

While the geography teacher community have a fairly robust idea of what it means to get better at geography, there has been very little consideration of what it means to get better at *teaching* geography. The Geographical Association (GA) have therefore spent time working with over 70 geography teachers, to develop a strategic view of professional development that most effectively supports teachers of geography whatever their phase or career stage. Rather than an ad hoc approach which prioritises school performativity and compliance, the 'robot' of the Conference theme, the GA is committed to help teachers navigate the complex and crowded professional development landscape so that they are able to access rich, high-quality, subject-specific support which develops their individual professional knowledge, confidence, skills and attitudes.

This practice spotlight will introduce the thinking behind and the process of development of the GA CPD toolkit, a series of online resources designed to help geography teachers craft their own, bespoke professional development pathway. These include: the CPD roadmap, which defines 8 domains highlighting what it means to 'get better' at teaching geography; the CPD curricula,

professional development activities tailored to different phases and career stages; the Professional Passport which encourages deep and critical reflection of professional development opportunities and Conversations, an online space for geography teachers to network and share their experiences with others.

Practice Spotlight
Liddle, Karen
1: SCILT: Scotland's National Centre for Languages, United Kingdom;
2: Confucius Institute for Scotland's Schools (CISS); 3: University of Strathclyde, Glasgow

Overcoming the dragons in the year of the dragon: An innovative, transnational, collaborative approach to the professional learning of student teachers.

Scotland's National Centre for Languages (SCILT) and the Confucius Institute for Scotland's Schools (CISS) have developed a bespoke, innovative professional learning programme for post-graduate education students in China as part of a partnership project. SCILT-CISS supports the initial teacher education of these early career teachers by providing a comprehensive professional learning programme whilst giving an opportunity for teaching practice by delivering online lessons to learners in Scottish primary schools. This provides beginning Chinese teachers with practical experience to relate to the pedagogies they learn in the classroom.

This bespoke, professional learning programme has been created with the student teachers in mind and focuses on acculturation of the teachers using Western pedagogy and teaching methodologies to equip them to deliver engaging and active lessons to young Scottish learners.

Since its development in 2020, this collaboration has evolved organically, from a response to the COVID-19 pandemic, to a coherent, well-established, online teaching and professional learning programme. SCILT-CISS and the Chinese partner university have embraced the opportunity to collaborate to meet the specific needs of the teachers and form an innovative programme which is now fully integrated into the students course of study and makes their learning relevant.

In the changing landscape where large-scale webinars and 'one size fits all' online courses that do little to develop real teaching capacity are now the norm, this bespoke, comprehensive professional learning programme, whilst not without its challenges, embraces the opportunities for transnational collaboration which is mutually beneficial for Scottish and Chinese partners alike.

Round Table
Lysaght, Jackie
International Kinesiology College, Ireland

Year of the Dragon: Using traditional knowledge epistemology as a lens in professional learning

Professional learning (PL) approaches in education privilege western knowledge. However, recently there have been calls to include other knowledges and world views, such as traditional knowledge (TK) (World Health Organisation (WHO), 2018; Foley *et al.*, 2023) and indigenous knowledge (Cote-Meek and Moeke-Pickering, 2023). The universal design for learning draft guidelines 3.0 advocate including ""multiple ways of knowing beyond western approaches to knowledge"" in teaching and learning (CAST, 2024).

2024 is the Chinese Year of the Dragon and this roundtable conversation will focus on the traditional Chinese knowledge (TCK) aspect of TK. In contrast to the conference theme metaphor of ""Here be Dragons"", which refers to dangerous and uncharted contexts, the dragon in the Chinese worldview is auspicious, representing strength and wisdom. While Miller (2022) presents TCK in teaching and learning, there is a gap in the literature on its application in PL. Drawing on TCK's application in touch for health kinesiology, the TCK concept of yin/yang and the five elements framework will be outlined in the context of PL, asking why consider TCK and what new perspectives TCK might bring? This will

lead into an interactive activity to guide the discussion and develop our understanding of how TCK could be applied in PL to address current topics such as planning, models/frameworks, leadership, communities of practice or well-being. The roundtable will conclude by suggesting that TCK brings alternative ways of knowing which have the potential to offer not only new tools but a shift in our ways of thinking.

Individual Paper
McClure, Elizabeth
University of Aberdeen, United Kingdom

How do student teachers' emotions affect them during their school placements?

The school placement experience should be more than just a practical experience; it should allow student teachers to take chances that will enhance the development of their individual teaching style. Developing relationships with colleges may lead the path to one's professional learning, growth, and development of teaching practice (Graham, MacDougall, Robson & Mtika, 2018). This study presents the emerging role of emotions with student teachers in the context of their school placements. Understanding student teachers' interpretations of their own emotions is an important step towards further development and understanding of student teachers' development of their teaching practice. The emotions that a student teacher may feel during their school placement can emerge from their teaching beliefs, goals, and standards (Schutz, 2014).

Feldman and Weiss (2009) suggest that the initial teaching education (ITE) programmes facilitate the academic learning of the student teachers while reflecting on their practicum experiences and relating it to what they learned in their coursework. In researching the emotions that student teachers identify and the emotional labour they carry out was important to realize that it may have been influenced by the student teachers' background and experiences from their own personal experiences at home and school. While understanding emotions in teaching is important for student teachers, who are prone to a variety of emotions during their student teaching placement (Timostsuk & Ugaste, 2010). The understanding of and awareness of the positive (e.g. delight and gratification) and negative (e.g. worry, doubt, disappointment) emotions during the school placement, is central to the student teacher interpretations of various learning experiences, the growth of their teacher knowledge and their reflective abilities on how to develop their own teaching practice (Yuan & Lee, 2015; Meyer, 2009).

Therefore, by understanding the complexities and the geographical geographies where these various emotions occur during a school placement; can help lead not only ITE programmes give student teachers the support they need during their school placement, but also support teachers and school communities. The findings around this research project focused on Hargreaves five emotional geographies. Interestingly the data has shown that one geography is more prominent than the others with effects towards them. Also, a new emotional geography around the emotions of social media among the student teachers was presented.

The two key questions addressed were:

1.	Using an emotional geographies lens how do PGDE primary student teachers experience significant emotional experiences through emotional geographies?

2.	How do PDGE student teachers employ emotional understanding during their school placements to carry out emotional labor in their teaching practice?

University ITE programmes around the world have been redeveloping and reviewing the way the practicum is carried out. The focus has been on a redevelop that will recruit, prepare, introduce and support developing teachers (Darling-Hammond, 2017). Positive experiences are fundamental during school placement, and it is therefore important that ITE prepares student teachers to cope with the emotional experiences that they may embark on in the profession of teaching (Roness & Smith, 2010).

Practice Spotlight
McTighe, Helen
Dublin City University, Ireland

Student participation and teacher professional learning

There is increasing empirical evidence, along with theoretical and normative arguments, to support the relevance of genuine and instrumental student participation in school matters (Pérez-Expósito, 2015). Research supporting student voice has grown extensively in the Republic of Ireland in recent years (Skerritt, O'Hara and Brown, 2021). Findings point to the effectiveness of student insights in increasing teachers' engagement with professional development initiatives and in motivating teachers' engagement in, and commitment to, innovative approaches to learning, teaching and assessment (Treacy and Leavy, 2023).Yet the research literature indicates that school improvement initiatives require a much greater role for students in leading change (O'Brien *et al.*, 2022).This 'practice spotlight' draws on my own professional practice as a principal in a post-primary school in Ireland. Using Hart's ladder of children's participation as a conceptual framework and Lundy's model of space, voice, audience and influence as a guiding principle, this 'practice spotlight' focuses on a context-specific integration of authentic student participation and teacher professional development in one post-primary school in Ireland. It views students not as dragons to be feared, but as beacons of inspiration that can provide unique insights that enrich teachers' practice and students' learning. In doing so, it adds to the corpus of knowledge concerning how student participation in teacher professional development can be understood in practice and will aid in informing future teacher professional development policy documents.

Individual Paper
Mitchell, Stuart
Birmingham City University, United Kingdom

Experience of the 'everyday' through rhythms of continuity and disruption

From September 2024, the Further Education & Skills (FES) Initial Teacher Education (ITE) landscape is set to change once again, with the introduction of Occupational Standards (IfATE, 2024) and a new Diploma in Teaching qualification (ETF, 2023). A new element of this programme introduces a core unit devoted to "Effective digital and on-line pedagogies". While technology has long been a feature of the FES landscape, this focus on digital literacies indicates a move to recognise the impact of online learning and a requirement of a minimum of 20 hours of the trainee teacher's recorded teaching hours to include remote synchronous delivery. Such policy churn is not new within the sector, but it is the FES ITE Educator that must navigate these changes to 'bend' new teachers to the ever-evolving landscape in which they are set to teach.

This paper reports on the initial findings of an EdD thesis investigating the experiences of FES ITE Educators, informed by Lefebvre's concept of rhythmanalysis (2013), identifying how the life of such educators are affected through policy churn within the sector, connecting in part to the navigation of this new course. Education policy is set elsewhere, outside of the lived experience of FES ITE Educators, however it is "everyday life which measures and embodies the changes which take place 'somewhere else', in the 'higher realms'" (Lefebvre, 2014, p.339). The research seeks to explore notions of dissonance, alternance and resonance presenting opportunities to "read critically the antagonisms, the tensions, the conflicts of interests, as well as the complementarities, the cohesion and the affinities that shape" the FES ITE environment (Alhadeff-Jones, 2019, p.177).

In our everyday lives, we must "learn to adjust, coordinate and move through material, natural, social and symbolic environments that keep evolving" (Alhadeff-Jones, 2019, p.165) and this research sets out to capture how such movements are noted and experienced, aiming to "describe, interpret and eventually influence the processes" through which FES ITE Educators "may develop autonomy and sustain their agency" (Alhadeff-Jones, 2019, p.168) within a constantly evolving policy landscape. This original contribution to the relatively small, largely ignored but influential, sector seeks to shine a light on the everyday experience of FES ITE Educators and their role in shaping the experience of future teachers within the wider FES sector.

To identify how these rhythms impact upon FES ITE Educators, two stages of primary data gathering are carried out, firstly the use of **reconnaissance work** (Armstrong & Nuttall, 2022) in creating the landscape of enquiry from which the second stage of **episodic interviews** (Flick, 1997; 2000) offers tightly focused narratives, where the participants present their individual stories of experience comprising of knowledge linked to concrete circumstances of time, space, events and situations (Flick, 1997).

These approaches allow us to consider the murmurings related to everyday rhythms, "practiced moments which constitute a certain pattern or pulse" within the role (Armstrong and Nuttall, 2022, p.6). They set out to identify how FES ITE Educators navigate the challenges and opportunities for effective professional learning.

Practice Spotlight
Mitchell, Stuart; Gould, Leanne; McGrath, Karen; Purser, Paul; Taylor, Kerry; Sangster, Michelle
Birmingham City University, United Kingdom

It's not "one size fits all"; it's "one size fits two": developing the BCU Mentor-Coach model

Following the Market Review of Initial Teacher Training (DfE, 2021) the Primary and Secondary ITT criteria in England has a new set of quality requirements, from 2024, presenting an enhanced focus on the quality of mentoring in schools, raising the status and recognition of the role in teacher development, including the design and provision of a 20-hour programme of mentor development.

This **practice spotlight** investigates Birmingham City University's approach to designing an online platform of mentor support across our partnership, focused around the application of the '**BCU Mentor-Coach model**', adapting the reflective modelling of Borton (1970), Driscoll (1994) & Rolfe et al. (2001); Bambrick-Santoyo's (2018) Coaching Model; mapping against Knight's Instructional Coaching model (2018); and the principles of Deliberate Practice (Deans for Impact, 2016). The model sets out to provide a cohesive and supportive frameowrk for all mentors and mentees to develop together in their respective subject area or phase of delivery.

The **BCU Model** seeks to secure consistently high-quality mentoring through supporting all mentors to not only set high quality targets but also to deconstruct and articulate practice, providing opportunity for targets to be deconstructed, rehearsed, and reviewed, ensuring confidence and competence in the classroom. It is aimed at offering comprehensive support to both mentor and mentee across a range of development stages, scenarios, and settings, providing a framework for action in any circumstance, whether it be observation, conversation, flash point, weekly meetings, or course related development. One model to fit the needs of both mentor and mentee.

Individual Paper
Morrissey, Barry (1); King, Fiona (1); Marsh, Josephine (2); Markos, Amy (2); Lake, Gillian (1)
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Title: Navigating Insiderness in Research on Professional Learning: Charting Complex Waters and Taming Dragons

Background and Objective

Professional learning research pursuits are often underpinned by insider positionalities, because of inherent desires to improve practices in one's own professional context. Ethical, professional and political tensions abound and collide (Humphrey, 2013), as researchers attempt to push boundaries and disrupt temporalities. The insider effect cannot be completely eliminated because, in consonance with the theme of this conference, the researcher is not a robot and lived experiences inform how problems are approached (Vicars, 2008). This paper uses doctoral students' perceptions of insider positionality as a probe, with the twin objective of:

- Locating where some of the dragons may be lurking in insider research and identifying some of the opportunities that might accrue by navigating in close proximity to them.

Focus and Method

To elucidate insider experiences, this paper reports on a transatlantic research collaboration between Dublin City University (DCU) and Arizona State University (ASU), focused on the role of doctoral education in addressing collective responsibility and a shared vision for social justice. The paper presents doctoral education as a form of professional learning for many candidates. In the spring academic semester of 2023, all doctoral candidates in DCU and ASU's institutes of education were invited to participate in two Research in Progress Seminars (RiPS). Over 20 doctoral candidates agreed to participate. Both seminars were 90 minutes in duration and focused on students in both institutions probing examples of problems of practice in social justice research. Two doctoral candidates from amongst the core group presented their research at each seminar – 1 DCU student and 1 ASU student - and their group peers were invited to respond to these presentations in each seminar, using an array of pedagogical tools, including Jamboards, Mentimeters and Questionnaires. The presentations and the peer-responses gathered using the pedagogical tools constituted the data, which were subsequently coded and then analysed thematically.

Findings

The findings illustrate the dilemmas that doctoral students experience, as insiders, undertaking their research. It outlines how doctoral peers often problematise their positionality and how perceptions of potential bias are strong, given researcher proximity to the topic they are researching. The findings also illustrate, however, the access afforded to doctoral students as a result of their insiderness and the benefits that accrue because of this.

Contribution

This paper makes a unique contribution to research in professional learning by deproblematising insider positionalities. While it acknowledges the ethical difficulties that insiders often encounter, the paper underscores the benefits of charting these complex waters in terms of opportunities to make change. In particular, the paper highlights the value-added aspects of insider research that are often under-reported and frequently overlooked altogether.

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Individual Paper
Mynott, John Paul (1); Kager, Klara (2)
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What is quality in Lesson Study? Evaluative usability testing of a conceptual model

Lesson Study (LS) is a collaborative and iterative approach to professional development that originated in Japan and has gained prominence in the international educational landscape. Despite the widespread adoption of Lesson Study, evidence of its effectiveness is fragmented and our understanding of quality in Lesson Study is incomplete. Aiming to provide a common reference in the complexity of the field and generate new insights into outcomes, Kager et al. (2023) proposed a conceptual model on professional development through Lesson Study. This study presents the first usability test of this model and applies a theory-based definition of quality to Lesson Study outcomes.

Effectiveness and quality in professional development (PD) are typically measured in terms of impact on teachers and students (Sims & Fletcher-Wood, 2021) and associated with specific features, such as collaboration and reflection (Darling-Hammond et al., 2017). Using an input-process-outcome structure, Scheerens et al. (2011) emphasize the importance of processes in facilitating professional learning. Research on teamwork further separates processes from emergent states, which include

cognitive, motivational, or affective team properties (Mathieu et al., 2019). The conceptual model by Kager et al. (2023) combines these perspectives from research on PD and teamwork in order to frame how Lesson Study teams transform their inputs into tangible outcomes.

We address two key questions: (1) How can the model by Kager et al. (2023) be used to explore LS cycle components? and (2) What insights does the model provide on the quality component within LS?

Following a usability testing protocol, we systematically reconceptualized four qualitative publications using the proposed model. The working definition of quality emerged as a valuable perspective for understanding the quality of Lesson Study outcomes in the four sample publications. The cross-case analysis revealed that the model components correlate with quality in different ways, providing a way to understand the complexity of Lesson Study in more detail. The analysis suggests that team processes act as the generative tools for cognitive dissonance, while emergent states act as the management tools for this dissonance. Therefore, the quality of Lesson Study cycles was influenced by various push and pull factors that helped teams to manage their dissonance. In terms of usability, the analysis illustrated the model's ability to juxtapose research outcomes from four different case studies conducted in distinct cultural contexts, using varied LS adaptations and different theoretical frameworks. Despite these variations, the model enabled a systematic and comparable interpretation of each study, revealing commonalities and differences in quality that might otherwise have gone unnoticed. Therefore, increasing our knowledge of how quality-based outcomes are generated and maintained within professional development. The systematic analysis revealed several commonalities among the studies and highlighted facets of quality, which we discuss in relation to current findings on teamwork and learning theories. The findings affirm the model's ability to provide a common framework for understanding effectiveness and improvement through Lesson Study, but also highlights certain limitations of the model, emphasizing the need for further theoretical, methodological, and empirical research.

Individual Paper
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Tensions and perspectives in the pathways of Teacher Educators in European contexts

The Teacher Educator Living Library (TELL) project is a series of podcasts aimed at exploring the diversity of teacher educators' work and journeys in teacher education. These podcasts revealed significant tensions in teacher educators' roles and career pathways. Data was drawn and analysed from the perspectives of 40 professionals across 5 European countries including England, Ireland, Portugal, Scotland and The Netherlands. Key tensions within the profession include policy demands, the Pracademic identity, Serendipity and Agency.

Murray (2016) refers to the challenges associated with occupational change for teacher educators, including uncertainty and shifts in identity. Conflicting demands and complexity in roles for the pracademic (Mynott and Zimmatore, 2022) also raise significant questions about the borderline identities, experiences and expectations of the profession and are all related to this study.

The fields of ethnography, autobiographical and narrative inquiry use stories to provide deep narratives on experiences, people and identities. Purposive semi-structured interviews through podcasts, positioned as narrative-biographical interviews (Misoch, 2015), guided study participants towards specific phenomena (Brinkmann & Kvale, 2015) in their professional life stories. Data analysis of the inquiry encompassed collaborative axial coding, to generate a construct mapping or theme mapping approach (Thomas, 2017).

Overarching challenges associated with the multiplicity of roles of a teacher educator included the 'organisation vs occupational' (Evetts, 2009) dilemma. Emotive reflection (Kelchtermans, 2009) of the autobiographical approach inferred a deeper conflict and the 'pracademic' was interrogated. Pracademics are dual citizens (Panda, 2014), individuals who within their work and identity spans both practice-facing and academic-facing dimensions (Hollweck et al. 2021). Serendipity and Agency emerged as core themes within the data which illuminated the unpredictability and uncertainty in the

role of the Teacher Educator.This led researchers to consider if agency or serendipity were significant causes of an individual's trajectory in the profession. Within these findings, the invisible nature of teacher educator identities, their work and their advancement became very apparent and our discussion focuses on the invisibility of teacher educator work, evidenced from the stories we have collected.

The findings identify some of the key challenges that lay ahead for teacher educators in the future. What pathways should be developed to support teacher educators to develop their professional knowledge? How can support be given to prevent teacher educators being overwhelmed by the day-to-day conflicting demands? And, should more consideration be given to the induction of teacher educators in which ever context they are working within?

Individual Paper
O'Connor, Jane
Birmingham City University, United Kingdom

Developing a teacher educators' digital hub in Vietnam: the challenges and opportunities in creating a bespoke a training module for professional learning.

This presentation reports on a British Council funded international research project between Birmingham City University (UK), Vinh University (Vietnam), Hue University of Education (Vietnam) and the Vietnamese telecommunications company Viettel.

The aim of the project is to create and trial a digital hub of digital resources and training materials to support teacher educators (ie lecturers who teach pre-service teachers) at Vietnamese universities to create digital resources and teach on-line in a way that is effective and engages their students.

The context for this project is the previously identified skills and confidence deficit amongst teacher educators in Vietnam that became apparent during the pandemic when all teacher training moved on-line (O'Connor et al, 2023). This project is an opportunity for digital learning design experts at Birmingham City University to work with teacher educators and researchers at Vinh and Hue Universities to develop digital resources and training materials to support their practice. One of the key elements of the hub is a bespoke asynchronous assessed on-line training module for teacher educators to complete in order to receive a certificate of competence in digital teaching and learning. This has been developed in close partnership with the intended users using extensive baseline surveys with teacher educators and student teachers to ensure that the course meets the needs of this group of teachers and learners. An evaluation of the impact of the hub using a Theory of Change model will be the next stage of the project.

This presentation will share the context, aims and learning that has happened so far on this project, reflecting on the challenges and opportunities of working with international partners, the importance of creating bespoke innovative approaches to professional learning and the potential of working towards a globally recognised criteria of digital competencies for teachers and teacher educators.

ReferenceO'Connor, J., Ludgate, S., Le Quang, V., Le Huy, T., Phat, D. (2023) Lessons from the pandemic: teacher educators' use of digital technologies and pedagogies in Vietnam before, during and after the Covid-19 lockdown. *International Journal of Educational Development* 103(3)

Alternative Format Session
Oates, Catriona (1); Mynott, John (2)
1: Queen Margaret University United Kingdom; 2: University of Aberdeen, United Kingdom

More than human reflection -but definitely not a robot.

This proposal invites participants to extend the debate around the contested concept of the 'reflective practitioner.' Reflection in teacher education has been positioned on one hand as empowering (Osterman and Kottkamp 2004) and non-negotiable (Atkinson and Irving 2013) and on the other, a restrictive, inward-looking (Zeichner 2005) practice. For some, cyclical models used to frame reflection

limit practice to a techno-rational exercise that ensures compliance to a system that avoids any consideration of the wider moral and ethical questions of practice (Zeichner and Lui 2014) that teaching programmes often exhort students to consider. For student teachers, the requirement to unleash the dragons of criticality in their reflections is often at odds with the pressures they feel to comply robotically with orthodoxies of practice that straight-jacket them via regulations, accepted norms or modelled practice they may observe. We propose a new model for reflection based on a theoretical reframing of the problem through connectivism (Siemens, 2005, Downes, 2007)that de-centres the human in the reflective process.   The proposed approach opens up space for a wider range of considerations to be surfaced in the reflective process and invites the student-teacher to make an ontological shift in their positioning, from one which is at the centre of their reality, to one which navigates a range of realities, each of which might be foregrounded or minimised in different circumstances to allow their reflections to more genuinely and critically reflect the realities of their experience. We invite conference participants to debate this model with us in the context of some classroom scenarios we have drafted and give honest and open consideration of how we might imagine otherwise, the process of reflection for student teachers in order to advance the debate on reflection –both its constraining limitations and possibilities.

Alternative Format Session
Rivera-Wilson, Jerusalem (1); Riley, Gina (2)
1: University at Albany, SUNY United States of America;
2: Hunter College, CUNY United States of America

Hyflex on Hyflex: Exploring alternative modes of professional development for teacher training

Hybrid and flexible (HyFlex) instruction originated as a transitional approach toward fully online teaching, designed to simultaneously accommodate both in-person and online students (Beatty, 2019). Post-pandemic, HyFlex gained renewed significance as colleges and universities gradually sought to reintegrate people onto campus while adhering to social distancing requirements. The versatility of HyFlex allows educational institutions to provide instruction in diverse situations and circumstances (Kim & Maloney, 2020). HyFlex learning empowers individuals to tailor their academic experience, allowing them to choose the modality and style that suits their learning preferences. Additionally, HyFlex offers advantages in terms of accessibility, providing an alternative learning path for individuals with mobility challenges or those with visible or invisible disabilities (Rivera-Wilson & Riley, 2022). The HyFlex settings inherently align with the fundamental principles of Universal Design for Learning (UDL), fostering innovative, engaging, and equitable learning and professional development environments (Hirschmann & Riley, 2023).

Although many institutions have adopted HyFlex in both professional development and classroom settings, for some, HyFlex may seem like unchartered territory. Although providing HyFlex professional development options does have challenges, the benefits to faculty in terms of flexibility and autonomy outweigh any challenges that may exist (Hirschmann & Riley, 2023).

During this session, we will explore HyFlex professional development learning opportunities (in traditional HyFlex mode, as one presenter will be in-person at the conference, and the other will join synchronously online from her university). During the presentation, we will examine the following research questions:

1. How does HyFlex professional development compare to traditional face-to-face and online professional development in terms of participant engagement and satisfaction?

2. What are the benefits and barriers to implementing HyFlex professional development programs?

3. How does HyFlex professional development impact participating educators' teaching practices and learning outcomes?'

We have used a mixed methods approach to gather data through pre- and post-professional development surveys and focus group interviews of professional development sessions we have offered. This work is framed by contemporary issues and debates regarding the use of hybrid flexible teaching and learning modes in the higher education and P-12 space, as well as the use of HyFlex

within the realm of professional development (Beatty, 2019; Rivera-Wilson & Riley, 2022; Hirschmann & Riley, 2023).

This work makes a novel contribution to the literature, conference, and broader community by 1) exploring the definition of HyFlex and 2) exploring the impact of a HyFlex learning context on the world of professional development. We are also proposing an innovative conference presentation structure to the community, one which we hope will normalize the use of HyFlex in professional conference spaces.

Individual Paper
Stephenson, Megan; Garcia, Debora; Wilkes, Samantha
Leeds Trinity University

Chasing and slaying the dragon: mapping how trainee teachers' learner and teacher identities change across their training year

Teacher identity is a complex and dynamic concept that develops over time and has both a personal and professional dimension. Knowing who you are as a teaching professional gives agency, supporting individuals to thrive and continue to develop in an ever evolving, challenging, and rewarding profession (Connelly ,2020).

Trainee teachers fluctuate between 'student learner ' and 'student teacher' communities of practice in university and school settings. But many trainees find these transitions challenging, potentially impacting on their experience (Burn 2007) and impacting progression across their PGCE programme, with consequences for retention and completion, and teacher supply (Daly et al 2020).

This paper presents outcomes from an in-depth examination of primary PGCE trainee teachers' perceptions of their experiences as student learner and student teacher. The aim was to focus on dynamic interplay between trainee teachers' identities as learners and as teachers in order to better understand ways in which progression and completion within the programme could be better supported.

The research was based in one teacher education department and took place over one academic year. Both quantitative and qualitative approaches were utilised. All PGCE trainee teachers were invited to participate in an anonymous survey, which asked a range of questions to gauge their perceptions, attitudes, and personal connections around learner and teacher identity.

The surveys were taken at three key transition times across the year with 100 participant responses per survey. A total of 20 participants took part in subsequent semi-structured interviews, which asked participants to expand on their survey answers.

Findings revealed complex and nuanced processes of identity development, characterised by shifts in self-perception, pedagogical beliefs, and gradual professional identity construction but with constant setbacks. Analysis highlighted the significance of contextual factors in trainee teachers' perceptions of their identities: professional mentoring, coherence between university and school-based training, and gradual integration of theory with practical classroom experiences all shaped trainees' evolving (and at times fragile) identities.

The paper elucidates the value of the reciprocal relationship between trainees' roles as learners and their emerging roles as teachers. It highlights the importance of reflexivity, crafted and sequenced curriculum content that aims to reduce cognitive overload, and the need for ongoing reflection by trainees.

This research contributes to current discourse on initial and early career teacher education, providing insights into the multifaceted nature of identity development and implications for the design of initial teacher education programmes. It highlights the need for further research aimed at fostering reflective practice and professional identity formation.

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Round Table
Tremayne, Diana
Leeds Beckett University, United Kingdom

Walking, talking and exploring professional identity: finding spaces for professional learning outside the workplace

This conversation seeks to consider work currently being undertaken to explore professional identity through the use of walking interviews or conversations.

Colleagues at Leeds Beckett School of Education formed a research cluster to explore the development and expression of professional identity in teacher education, considering the relational and dynamic nature of this and the question posed by Beijaard et al 'Who am I at this moment?' (2004, p.108).

As a group of educators with diverse educational and research backgrounds we chose to draw initially on our own understanding of professional identity to help us frame possibilities for future work. We identified the walking interview as a method to build rapport and support collaborative and egalitarian conversations (Finlay and Bowman, 2017). The interviews took place off campus on a dedicated away day, allowing conversations to flow freely while walking in the natural environment.

The walking conversations have been an innovative way to explore our perceptions of professional identity and to consider how we can develop this approach further with colleagues and students. Importantly we have followed this up with a research retreat enabling us to continue our work whilst building stronger relationships which highlight the overlap between our personal and professional identities. In spite of the challenge to make time for this, the opportunities to talk, walk and think outside the workplace highlight the importance of spaces which support the nourishment of our professional learning (Lieberman and Pointer Mace, 2010) and we hope to share this experience at the round table.

Individual Paper
Vincent, Karen; Papadopoulou, Marianna
Canterbury Christ Church University, United Kingdom

Sustainably 'We-searching' Outdoor Learning

This paper shares the ways in which sustainable and bespoke personalised professional learning known as 'we-search', supported the development of educator's pedagogical knowledge, understanding and beliefs about outdoor learning. A small group of early years and primary educators collaborated with a university in the Southeast of England as part of a participatory action research project, to consider how their pedagogical approaches impacted on children's learning in outdoor environments. Framed by Bakhtin's (1984) notion of language as a struggle for meaning, we-search fostered interpretivist, reflexive and dialogic analysis of learning episodes that were captured through ipad and digital technologies. These episodes were reconsidered iteratively during three focus group conversations over the course of four months. Personalised professional learning can lead to powerful and sustainable ways of impacting on educator's knowledge, beliefs, confidence and understanding to take learning out of doors however, these approaches are often challenged by forms of neoliberalism that are based on supporting professional learning within a narrow scope of short-term curricular aims that are all too frequently determined by others. This project illustrates how supporting educators to select and examine their pedagogical practices in small collaborative groups, can help them to explicate this tacit, embodied knowledge. This is challenging work, therefore professional learning that

creates more opportunities to support personalised forms of deep level learning to take place, is needed more than ever. Making space for professional learning that enables educators to relive moments of teaching through the use of technology, and to reflect on these moments, can impact personal pedagogical epistemologies. Reconsidering pedagogical actions can help to reexamine deeply held perceptions, through reconstructing new understandings and provide greater opportunities for children to experience rich outdoor learning activities. The findings were analysed thematically and offer us insights into the ways in which 'we-search' fostered dialogic thinking on personal epistemologies about educating young children in outdoor environments. They also indicate that this approach supported a raising of confidence, knowledge and understanding about teaching in the outdoors. Implications for personalised approaches to professional learning about teaching in outdoor learning environments are shared.

Individual Paper
Walshe, Deirdre
DCU, Ireland

What do teachers know about oral language and communication development in their pupils?

According to Halliday (1993) "… language is the essential condition of knowing, the process by which experience becomes knowledge." If as educators, we accept this, the centrality of language and communication to cognitive development, then our obligation is to ensure its facilitation in children.

The importance of oral language and communication (OL&C) to human development is not a new concept. Indeed, its inclusion in the Irish Primary Language Curriculum (NCCA, 2019) may have secured its importance in Irish primary schools for a while longer. We might even consider it an anchor as we enter the treacherous unchartered waters suggested by this conference's title. However, the question is whether classroom practices are sufficiently robust to adapt to the 'potential dangers' of technological advances such as AI or the 'exciting opportunities' presented by the modern foreign languages package for Irish primary schools (Circular 0021/2023). An investigation of teachers' understanding of OL&C development should reveal the knowledge necessary to support children in this changing educational environment.

Informed by a socio-cultural theory of learning and over one academic year, I examined the dialogic engagement that occurred between nine teachers and their pupils (aged 4-8 years) in two English-medium urban schools. My research followed these teachers through six cycles of professional development (PD) in two professional learning communities (PLCs). The teachers reflected on up to six audio/audiovisual recordings of their engagements with their pupils along with the recordings of their colleagues in the PLCs. Each recording lasted between five and eight minutes and featured a range of contexts.

This paper focuses on the data gathered from pre/post PD interviews which sought teachers' perceptions of their role in the development of OL&C. Inductive analysis on nine sets of interviews revealed an increased awareness of the complexity of the inherently abstract activity that is oral communication. Some teachers identified how they struggled with balancing their role as teacher and facilitator. They were surprised by their pupils' abilities to reflect and speculate. It was generally accepted that OL&C was something more than 'talk'.

Again, these findings are not new. This paper's relevance is in highlighting that in order to preserve what Halliday considers to be the central role of OL&C in learning, teachers need to understand what occurs when they engage with their pupils. If the quality of the dialogic engagement is limited by a lack of knowledge around what is clearly not a new and shiny topic, then we may be at risk of sinking a ship already overcrowded with new initiatives. What historically was the remit of education or 'educare' – the bringing forth of understanding through questioning - may become obsolete.

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Individual Paper
Whitehead, Jack
University of Cumbria

Transcending the dragons of conflict in 54 years of a global, Living Educational Theory Research approach to professional development.

'Here Be Dragons', refers to dangerous and unchartered contexts. In this paper the metaphor is used to reflect on both the dangers and, the exciting opportunities of a 52 year educational research programme into an individual's professional development as an educator and educational researcher. It moves from local classroom contexts into UK higher education and then into global, higher education contexts, including the Republic of Ireland, Canada, China and South Africa with learning from research presentations and workshops in many countries. It includes the clarification of the meanings of the expression of embodied values that distinguish a practice as 'educational' and constitute the values of human flourishing. It includes the transformation of these embodied values into explanatory principles of educational influences in learning in the creation of an epistemology for international professional development in education.

Introduction: The paper is organised in terms of: framing in contemporary current issues and debates; overview of the research approach; research questions and research findings; original contributions to the wider community: Context; Theory; Methods.

Framing in contemporary current issues and debates: The framing is located within current debates on close-to-practice research (Hordern, 2021; Morris et al. 2023), where a Living Educational Theory Research approach, to professional development, is a necessary component of professional practice. The framing includes an engagement with the values of the Magna Charta Universitatum (MCU, 2020) and the European Declaration on Global Education to 2050 (Dublin Declaration, 2020).

Overview of the research approach: A Living Educational Theory Research approach is used in which individual professionals generate their valid, evidence and values-laden explanations of their educational influences in their own learning in the learning of others and in the learning of the social formations within which the practice is located.

Research questions and research findings: The research questions are focused on a professional's educational responsibility to ask, research and answer questions of the kind, 'How do I improve the educational influences of my professional practice with values of human flourishing?'. The answers include engagement with the most up-to-date theories of sociocultural and sociohistorical influences in the understandings and practices of individual practitioners in their unique contexts. The research findings draw on over 50 Living Educational Theory Doctorates that have been awarded, by universities around the world, for their original contributions to educational knowledge (A, 2019). A new collective imaginary (Drewell & Larsson, 2019, Skolimowski, 1994) is offered for international professional development to contribute to a more peaceful and just world.

Original contributions to the wider community: Context; Theory; Methods: The original contributions have emerged from the bespoke, unique explanations of professional learning of each individual from their professional development programmes. They include an epistemology for professional learning with a distinctive unit of appraisal, standards of judgement and living-logics of the explanations of educational influence in learning. The contributions include original methods of educational inquiry for clarifying and communicating meanings of the embodied values that distinguish practice and learning as educational.

Individual Paper
Whitehead, Jack (1); Huxtable, Marie (2)
1: University of Cumbria United Kingdom, North-West University South Africa;
2: University of Cumbria, United

A Living Educational Theory Research Approach to the dangers and opportunities in facing dragons in professional development

This paper relates to the conference theme of 'Here be Dragons' in the presentation of a Living Educational Theory approach to international professional development where dangers are faced and, exciting, educational opportunities created. The work is clearly focused on educational research that explores the implications of asking, researching and answering questions of the kind, 'How do I improve my educational influences in learning with values of human flourishing. It draws evidence from over 60 living-educational-theories that have been judged, by universities around the world as making original contributions to knowledge within doctoral theses.

An overview is provided of the Living Educational Theory Research approach to professional development adopted by practitioners working in diverse fields and international contexts. The overview includes methods for enhancing the validity and rigour of explanations for educational influence in learning created and shared in a professional development programme. For example, empathetic resonance with digital visual data is used for clarifying and communicating the meanings of the embodied values that distinguish the values-laden nature of educational practice. It also includes evidence to show how insights drawn from the conceptual frameworks and methods of validation from disciplines such as the philosophy, psychology, sociology of education, other practitioner research methodologies and diverse human knowledges, can enrich a practitioner's professional development programme.

Professional learning is bespoke to each professional practitioner as they generate a valid account of their values-laden explanation for their educational influence in learning (their living-educational-theory). They clarify the meaning of their embodied values of human flourishing as they research their professional practice and learning to understand and improve their educational influence in learning and helping others do so too. Their unique constellation of values serves as explanatory principles in their explanations for their educational influence in learning.

The work is framed in relation to the current issues and debates identified by the Global Education Network Europe, the Magna Charta Universitatum and the European Declaration on Global Education to 2050.

The work seeks to make an original contribution to international professional development through the idea that professional practitioners have a responsibility to research their educational influences in their own learning, in the learning of others and in the learning of the social formations within which their practice is located and contribute the educational knowledge generated to a global knowledge-base. Evidence is drawn from a wide range of living-educational-theories to demonstrate the influence of political, economic and cultural influences in the professional learning and practice of practitioners working in diverse global contexts, challenging orthodoxies and often facing dangers of working to enhance human flourishing in contexts where Human Rights are violated. The concept of creative compliance is used to analyse the challenges and opportunities for professional learning in the generation and sharing of one's own living-educational-theory. To emphasise the bespoke innovative approach to professional learning and its complexity, evidence presented will illustrate how professional practitioners create their own methodology as they research their practice to understand and improve it and generate their living-educational-theories and, help others do so too.

Practice Spotlight
Williams, Alexander
Queen Margaret University, United Kingdom

Designing the Future: Using Virtual Reality for Innovative Clinical Education

This practice spotlight discusses the challenges and rewards of using virtual reality in prehospital education. An innovation that when used correctly has great potential to enhance learning.

Although many VR programs are designed with constructivism in mind, Marougkas et al., (2023) reported that educational VR programs are most effective when created using an experiential learning approach. In 2023, the author designed ParaNatus an immersive VR program aimed at allowing prehospital clinicians to gain experience in managing prehospital obstetric emergencies. The use of Immersive reality creates a learning tool that allows users to react to new situations, without the risk of causing harm. Creating an opportunity to gain experience without "real-life" consequences (Pottle, 2019).

Initially, ParaNatus was designed as an experiential learning tool, focusing on students creating knowledge by exposure to certain situations. However, during the program's testing, it was clear that a pure experiential approach did not adequately prepare learners for the simulation's challenges. By moving to a constructivist approach to the program design the student experience was enhanced. The program is designed to build on knowledge acquired through previous experience in classroom activities. This allows the student time to prepare and enhances the program's efficacy in meeting the learning objectives. Through debriefing, the students incorporate peer discussion and traditional manakin simulation to finalise their experience. The result is clinicians who are more confident in the management of prehospital obstetric emergencies.

In Summary, this exemplifies the importance of educational theory when designing and using virtual reality programs for clinical education.