

# Teacher Education Advancement Network (TEAN)

## Provisional list of presentations for 2024 conference, listed by theme.

The TEAN annual conference, focused on teacher education and development, is in Manchester UK on May 22<sup>nd</sup> and May 23<sup>rd</sup> 2024. The event provides a fantastic professional learning and networking opportunity for all teacher educators, see the list of keynotes, workshops, and presentations below, on research into teacher learning and critical evaluation of innovative practice. Find out more at <https://tean.ac.uk/home/>

### Keynotes

Professor Gert Biesta Edinburgh University and Maynooth University

#### **Taking teaching seriously: A challenge for teacher education?**

Professor Lee Rusznyak University of the Witwatersrand, Johannesburg

#### **Classroom Conversations: Supporting effective teacher talk about lessons**

### Mini Keynotes

#### **95 Solidarity, criticality, and social in/justice in teacher education**

[Ian Cushing](#) Manchester Metropolitan University

#### **51 Diwali is not Indian Christmas - Cultural Capital through the Lens of Racial Literacy**

[Anjali Shah](#) University of Chester

#### **6 Nurturing Student Teacher Professional Judgement**

[Ben Knight](#) University of the West of England

#### **8 Worldviews Education: A practical approach to exploring personal worldviews**

Mark Plater Bishop Grosseteste University

#### **83 Collaborative autoethnography as professional learning**

[John Macklin](#)<sup>1</sup>, [Lizana Oberholzer](#)<sup>2</sup> <sup>1</sup>University of East London <sup>2</sup>University of Wolverhampton

## Workshops

### **89 The Anti-Racism Framework for Initial Teacher Education (or Training): Workshop**

Vini Lander<sup>1</sup>, Heather Smith<sup>2</sup>

<sup>1</sup>Leeds Beckett University. <sup>2</sup>Newcastle University, Newcastle, England

### **4 Analysing Teachers' Use of Representations in School Maths: The Semantic Wave**

Andy Ash

Holy Family Multi-academy Trust, Liverpool

### **5 Decolonising the Teacher Education Curriculum**

Yonah Matemba

University of the West of Scotland

### **91 Using ethnographic research approaches to investigate complex social processes within a real-world school context**

Pippa Leslie

University of Cumbria

### **90 Making educational research more relevant for student teachers: The importance of epistemic beliefs and emotions**

Gillian Peiser

Liverpool John Moore University

### **94 Becoming and Being a Teacher Educator: Choosing an identity trajectory**

Professor Pete Boyd<sup>1</sup> & Dr Lisa Murtagh<sup>2</sup>

<sup>1</sup>University of Cumbria & University of Hertfordshire <sup>2</sup>University of Manchester

## THEME ONE PRESENTATIONS: Working for social justice through teaching and teacher education

### **48 Decolonising Initial Teacher Education and anti-racist education in 'white spaces': feelings of uncertainty and optimism**

Sophie Vauzour, Laura London University of East Anglia

### **45 The First Steps Towards Creating an Anti-Racist Education Department: Curriculum, Pedagogy and Organisational Structures.**

Alison Morgan, Emily Davies University of Warwick, Coventry, United Kingdom

## **7 Wobbly wellbeing and Dyslexia: One school's Experiences**

Helen Ross, Peter Wood, Elizabeth Malone Liverpool John Moore University

## **13 Listening to the voices of adolescents: Experiences and perceptions of adolescents in relation to belonging in school and the impact of marginalisation**

Alison Evans University of Wales Trinity Saint David, Swansea, Wales

## **61 Constructions of ableism and racism in teacher education from an intersectional perspective**

Rubi Mahmood<sup>1</sup>, Franziska Bonna<sup>2</sup>, Ali Ali<sup>1</sup>

<sup>1</sup>University of Derby, England. <sup>2</sup>Universität Bremen, Bremen, Germany

## **64 Teacher educators moving from 'not racist' towards antiracist: an autoethnographic study of aiming to 'do' rather than 'document'**

Heather Earnshaw Edinburgh Napier University

## **21 Supporting the academic literacies of student teachers**

Zoe Proctor Leeds Trinity University, England

## **10 "Making more of a difference": The creation of teachers' identities as professionals who deal with disadvantage**

Steve Connolly Anglia Ruskin University, England

## **29 Combining the science and psychology of learning to promote learner agency – starting with self-assessment?**

Phil Wright University of Cumbria

## **32 The experiences of trainee teacher parents and the student researchers who help us to understand them: shared understanding to co-construct support**

Aimee Quickfall, Karl Sykes Leeds Trinity University

## **35 The meaning and practice of belonging for inclusive practice in initial teacher education**

Leonardo Morantes-Africano Newcastle College University Centre University of Glasgow

## **44 The simple view of teaching: Authorised pedagogies, curriculum and the neoliberal learner in preservice teacher education**

Mandy Pierlejewski<sup>1</sup>, Huw Humphreys<sup>2</sup>, Lisa Murtagh<sup>3</sup>

<sup>1</sup>Leeds Beckett University, Leeds <sup>2</sup>University of East London <sup>3</sup>University of Manchester, Manchester

#### **47 A pedagogy of hope for teacher education**

Sally Elton-Chalcraft<sup>1</sup>, Amber Fensham-Smith<sup>2</sup>, Janet Hoskin<sup>3</sup>, Deborah Sabric<sup>4</sup>, Elizabeth Walton<sup>5</sup>

<sup>1</sup>University of Cumbria <sup>2</sup>Open University <sup>3</sup>University of East London <sup>4</sup>University of Roehampton  
<sup>5</sup>University of Nottingham

#### **53 "Because We Exist" - The Impact of Using Diverse Children's Literature on Student Teachers' Knowledge and Confidence**

Kalsoom Akhtar, Beth Marley, Catherine O'Leary

University of Birmingham

#### **59 Talking teaching and educational reform: Constellating how new teachers interpret lessons**

Dale Langsford University of the Witwatersrand, Johannesburg, South Africa

#### **69 Supporting Transgender and Non-binary (TGNB) student teachers on placement: researching lived experiences**

Francesca Knight University of Sussex

#### **76 Researching the intersection of teaching and global learning: the need to focus more on teachers and less on us**

Giannis Efthymiou Brunel University London

#### **81 'Teacher Positionality for Careers Education; moving towards an integrated careers education format for initial teacher training'**

Kimberley Hibbert-Mayne, Charlotte Ross University of Worcester, England

### **THEME TWO PRESENTATIONS: Developing high quality research in teacher education**

#### **2 A multimodal model of teacher agency**

Matthew Clarke<sup>1</sup>, Aileen Kennedy<sup>2</sup>

<sup>1</sup>University of Aberdeen <sup>2</sup>University of Glasgow

#### **37 Examining knowledge-building for writing instruction in mentoring dialogues in initial teacher education**

Maria Mollstedt Karlstad University, Sweden

**38 Pre-service and mentor teachers' perceptions of classroom readiness and the influence of placement transition on this.**

Rachele Newman, Emma Rawlings-Smith University of Southampton

**49 Student teacher identities and a dialogic approach to practice: Dynamic landscapes and ongoing journeys**

Laurel Smith Sheffield Hallam University

**54 Agency with technology in teacher education**

John Gordon, Kristi Nourie, Helen Steward University of East Anglia

**57 Can research contribute to the development of historical and critical consciousness through narrative in school-led teacher training?**

Nick Mead Oxford Brookes University

**63 Fostering Critical Pedagogy: The Benefits of Integrating Debates on Current Educational Topics in Trainee Teacher Programmes.**

Sarah Cummins Leeds Trinity University

**66 Research (ir)relevance for student teachers: the role of epistemic beliefs and emotions**

Gillian Peiser Liverpool John Moores University

**73 Student Teachers' (un)changing voices from school placement over a fifteen year period.**

Sarah O'Grady<sup>1</sup>, Rose Dolan<sup>2</sup>

<sup>1</sup>Dublin City University, Dublin, Ireland. <sup>2</sup>Maynooth University, Maynooth, Ireland

**75 Linking the preparation of beginning teachers for inclusive future practice with constructions of the teacher as 'agent of change'**

Louise Gazeley<sup>1</sup>, Jean Hopman<sup>2</sup>, Jo Westbrook<sup>1</sup>, Jinny Menon<sup>3</sup>, Simmee Chung<sup>4</sup>, Oksana Razoumova<sup>5</sup>

<sup>1</sup>University of Sussex, Brighton, United Kingdom. <sup>2</sup>RMIT, Melbourne, Australia. <sup>3</sup>University of Alberta, Edmonton, Canada. <sup>4</sup>Concordia University, Montreal, Canada. <sup>5</sup>Victoria University, Melbourne, Australia

**84 Changing careers into secondary school teaching: A longitudinal study of the Troops to Teachers programme in England.**

Audrey Wood University of Bedfordshire

**88 Video-stimulated teacher recall interviews for powerful professional learning and generation of rich collaborative research data**

Pete Boyd University of Cumbria, University of Hertfordshire

**14 An enquiry-based approach to teaching translation for student teachers who learn through the medium of Irish**

Patrick Blaney St. Mary's University College, Belfast

**16 A Reflective Approach to Teaching Practicum Debriefing**

Mark Minott University of Hull, Hull

**25 Using video to support & develop student teachers' reflection within teacher education**

Catharine BLEASDALE, Alison Glover, Mathew Jones, Sarah Stewart, angela thomas, Trudi Rees-Davies

Open University (Wales)

**27 Using a pivot model to support the development of professional teacher identity of student teachers**

Catharine BLEASDALE Open University (Wales), Cardiff

**30 Grading the practicum: Calibrating assessment of professional competence in teacher education**

Martin Hagan<sup>1</sup>, Claire Connolly<sup>1</sup>, Chris Haas<sup>2</sup>, Alexa Quinn<sup>2</sup>

<sup>1</sup>St. Mary's University College, Belfast, United Kingdom. <sup>2</sup>James Madison University, Harrisonburg, USA

**31 Learning to Unlearn within teacher education: Transformative professional learning to challenge and re-frame understandings of a social justice mentality.**

Jen Simpson University of Cumbria

**34 Evaluation of Intensive Training and Practice implementation: First reflections at a London university initial teacher education provider.**

Daniel Ayres, Huw Humphreys, Anna Gawthorpe, Joanne McWhinney-Tripp, Alice Reedy, Miriam Abdulkadir, Imogen Barraclough, Joy Donaldson, Anushka Sonpal

University of East London

**40 Enquiry at the Heart of Initial Teacher Training: experiential, enquiry-based approaches to support the development of teacher professional identity.**

Karen Beswick, Elizabeth Gregory, Lisa Murtagh University of Manchester

## **42 Utilising ITE as the driving force to integrate STEAM within the primary curriculum**

Victoria Brennan, Avril Rowley, Simon Lea, Mike Martin, Mahnaz Siddiqui

Liverpool John Moores University

## **50 Empowering coherence in the structuring of professional practice knowledge for mentors and mentees using Legitimation Code Theory**

Diane Swift Keele University

## **52 Trainee Teacher Identity: A research project**

Jo Dobb, Jen Rowan-Lancaster University of Warwick

## **58 Mentoring and the mentees experience in preservice teacher training and education.**

Suzanne Simpson Leeds Beckett University

## **62 Fostering Metacognitive Awareness in Pre-Service Teachers**

Katy Bloom York St John University

## **68 The impact of the *Natural* Curriculum immersive outdoor learning programme on primary student teachers' nature relatedness and willingness to teach outdoors.**

Avril Rowley Liverpool John Moore University

## **72 From Head to Toe: the power of the creative moving body as an effective and memorable pedagogical strategy for learning in the English and Maths curriculum**

Sarah Hall, Sarah Gough University of Central Lancashire

## **74 Action, Change, and Co-teaching: Professional Relationships and Professional Learning during the Induction of Newly Qualified Teachers.**

Ciara Uí Chonduibh

Navan Education and Support Centre, Meath, Ireland

## **78 Ecopedagogies: education for climate and social justice**

Clare Harding, Victoria de Rijke, Edina Kulenovic, Fiona Bailey, Michaela Griffiths, Rebecca Lerman, Anne Mulligan, Shukri Mohammed, Philip Jefferies

Middlesex University

## **85 Research / practice exchange presentation: Place, Craft and Neurodiversity**

Aonghus Gordon<sup>1</sup>, Chloe Hindmarsh<sup>2,3,1</sup>, Laurence Cox<sup>1,4</sup>

<sup>1</sup>Ruskin Mill Centre for Practice, Nailsworth, Stroud, UK. <sup>2</sup>University of Huddersfield <sup>3</sup>Sheffield Hallam University, Sheffield <sup>4</sup>National University of Ireland, Maynooth, Ireland

### **87 The Redress of Poetry: Re-Imagining the Place of Poetry in the BEd English/ Literacy Curriculum.**

Brian Hanratty St Mary's University Belfast, Northern Ireland

## **THEME THREE PRESENTATIONS: Curriculum: theory, research, policy, and practice**

### **3 Disputing OED stories of positive universalism – reframing negative universality in teacher education practice.**

elaine sharpling UWTSD, Carmarthen, Wales.

### **24 Complexifying teacher education through an agrarian lens: literature review and first implications for ITE in England**

Huw Humphreys University of East London

### **26 How student perceptions of academic 'ability' at the beginning of a primary education programme (3-11) informed module design.**

Pippa Leslie, Phil Wright University of Cumbria

### **28 Exploring the influence of Intensive Training And Practice on student teachers' pedagogical understanding and professional decision-making in practice.**

Adrian Copping University of Cumbria

### **36 Exploring Legitimation Code Theory Semantic Waves in Academic Lectures: Impacts on Student Comprehension and Engagement**

Xiaowei Zhou University of Southampton

### **41 Student teacher perceptions of history education: a comparison of primary and secondary perspectives**

Ailsa Fidler, Heather Hatton Liverpool John Moores University

### **46 Exploring the Borderland: initial approximations of professional practice in Initial Teacher Education**

Helen Carr, Donna Dawkins, Sandy Wilkinson, Ruth Till University of Birmingham



**55 Impact of flipped learning approaches and its use with a group of students participating in Initial Teacher Education programmes.**

Mark Seed University of Cumbria, Lancaster

**THEME FOUR PRESENTATIONS: Developing collaborative knowledge exchange across teacher education partnerships**

**18 Supporting the professional development and practice of dyslexic student teachers**

Alison Silby, Stephanie Sharp University of Reading, England.

**22 From Faltering to Flowing: One Primary School's Journey Embedding Oral Reading Fluency in Key Stage 2.**

Geraldine Magennis-Clarke<sup>1</sup>, Philip Lavery<sup>2</sup>

<sup>1</sup>St Mary's University College, Belfast, United Kingdom. <sup>2</sup>Mount St Michael's Primary School, Randalstown, Northern Ireland

**67 Exploring school-university partnerships in a teacher education programme in the Republic of Ireland: Roles, experiences, and interactions**

Ciara Sloan Maynooth University, Maynooth, Co. Kildare, Ireland

**77 Training and retaining great teachers. How can a culture of fearless feedback create a positive and professional school environment, affecting teacher effectiveness and retention.**

Georgina Newton, Jeanie Davies University of Warwick, England

**79 Exploring Biesta's notion of pointing: Teacher educators collaborating to resist the status quo**

Pippa Leslie<sup>1</sup>, Janet Cochrane<sup>2</sup>, Deborah Heck<sup>2</sup>, Ann Robertson<sup>2</sup>, Karyn Smith<sup>2</sup>, Margaret Marshman<sup>2</sup>

<sup>1</sup>University of Cumbria <sup>2</sup>University of the Sunshine Coast, Queensland, Australia

**80 Supporting change and developing agency: promoting collaborative knowledge exchange across a teacher education partnership**

Cath Jones, Lisa Taylor University of South Wales, Wales.

**82 Part insider/part outsider - Identity confusion in collaborative Initial Teacher Education partnerships**

Cath Jones, Lisa Taylor, Christopher Williams, Sallyann Seaward, Sharon Phillips, Rachel Ford

University of South Wales

## **THEME FIVE: Supporting the professional learning and career development of teacher educators**

### **9 Lived experiences of teacher education policy reform in England: narratives of compliance, deviance, and resistance**

Ian Cushing<sup>1</sup>, Viv Ellis<sup>2</sup>

<sup>1</sup>Manchester Metropolitan University <sup>2</sup>Monash University, Melbourne, Australia

### **86 Writing texts to support pre-service and early-career primary teachers - exploring practical principles**

Tony Eade University of Oxford, England

### **11 Reflections on Identity: Narratives from Educators [book launch]**

Neil Hopkins, Carol Thompson University of Bedfordshire

### **12 Some thoughts and reflections on identity, teaching, and writing, and how they might affect one another**

Oli Belas University of Bedfordshire

### **15 A new model of expertise.**

Joanne Hill, Linda Enow Birmingham Newman University

### **17 Fidelity vs flexibility: how can in-service teacher education be malleable, within the prevailing context of randomised control trials?**

Sarah Earle Bath Spa University

### **19 Outdoor Learning within Teacher Education: Building student teacher confidence by modelling how to use an outdoor classroom**

Jen Ager, Lisa MacGregor University of Cumbria

### **23 The Power of Noticing: Unpicking adaptive teaching practice in the mathematics classroom**

Catherine Bell<sup>1</sup>, Christina Turner<sup>2</sup>

<sup>1</sup>University of Leeds, Leeds, United Kingdom. <sup>2</sup>Leeds Trinity University, Leeds, United Kingdom

### **65 Walking and Talking: teacher educators exploring professional identity through walking interviews**

Sarah Hindmarsh, Diana Tremayne, Alina Kalina-Kalnaraja, Suzanne Corazzi, Matthew Wilson

Leeds Beckett University

## **70 Embedding Character Education with Initial Teacher Education: Theory and Practice**

Michael Fullard<sup>1</sup>, Julie Taylor<sup>2</sup> <sup>1</sup>University of Birmingham <sup>2</sup>University of Warwick

## **THEME SIX PRESENTATIONS: Building strong collective leadership in teacher education**

### **71: The role of the external examiner in UK university teacher education courses**

Andy Hind<sup>1</sup>, Andy Howes<sup>2</sup> <sup>1</sup>University of Warwick, UK. <sup>2</sup>University of Manchester, England.

### **43 Enacting international solidarity and the sustained scholarly thought of teacher educators**

Keither Parker<sup>1</sup>, Emma Rawlings Smith<sup>2</sup>, Matthew Clarke<sup>3</sup>, Ainat Guberman<sup>4</sup>, Olivia Cox<sup>5</sup>

<sup>1</sup>York St John University, York, England. <sup>2</sup>University of Southampton, Southampton, England.

<sup>3</sup>University of Aberdeen, Scotland. <sup>4</sup>The MOFET Institute, Israel. <sup>5</sup>Secondary school, Brisbane, Australia.

### **56 On why 'subjectification' matters and how to regain agency in initial teacher education**

Sally Elton-Chalcraft<sup>1</sup>, Anne Miller<sup>2</sup>, Michelle Ocriciano<sup>3</sup>, Margaret Marshman<sup>3</sup>, Jana Visnovska<sup>3</sup>, Katie Biggin<sup>3</sup>

<sup>1</sup>University of Cumbria, England. <sup>2</sup>University of the Sunshine Coast, Australia. <sup>3</sup>University of Queensland, Brisbane, Australia

### **60 Academics Anonymous: Study group methodology as an antidote to performativity**

Emma Rawlings Smith<sup>1</sup>, Sally Chalton-Chalcraft<sup>2</sup>, Matthew Clarke<sup>3</sup>, Stephen Heimans<sup>4</sup>, Ann Robertson<sup>5</sup>, Michelle Ocriciano<sup>4</sup>

<sup>1</sup>University of Southampton, Southampton, United Kingdom. <sup>2</sup>University of Cumbria, Lancaster, United Kingdom. <sup>3</sup>University of Aberdeen, Aberdeen, United Kingdom. <sup>4</sup>University of Queensland, Brisbane, Australia. <sup>5</sup>University of the Sunshine Coast, Sunshine Coast, Australia