



3rd Annual ESCalate ITE Conference, 18th May 2007, St Martin's College, Lancaster
Innovations and Developments in Initial Teacher Education

Conference Programme

- 9:30 Registration (refreshments available)
- 10:00 Welcome
- 10:15 Keynote address - Professor Donald Christie, University of Strathclyde
Collaborating to learn and learning to collaborate: lessons for Initial Teacher Education
- 11:10 Refreshments
- 11:30 Parallel symposia (10 sessions – see below)
- 1:00 Lunch
- 1:45 Announcements
- 1:50 Keynote address – Professor Kate Jacques, University of Bedfordshire
Teaching as a Profession: controversy and contradictions in the professional identity of teachers
- 2:45 Parallel Workshops (8 sessions – see below)
- 3:45 Refreshments
- 4:00 End

A summary of the symposium sessions and workshops is given below. Delegates will be able to sign up for sessions at registration on the day of the conference. More details about each session are available to download in a separate document from the ESCalate website at www.escalate.ac.uk/2858 .



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PARALLEL SYMPOSIA 11:30am – 1:00pm

Symposium 1 – Developing student reflection and academic writing skills

- a) **Reflection and reflexivity in teacher education – does the medium reflect the message?**
William Stow, Canterbury Christ Church University
- b) **How can the use of reflective learning journals develop (professional and pedagogic) understanding of student teachers engaged in post-graduate initial teacher education?**
Simon Hoult and Chris Carpenter, Canterbury Christ Church University
- c) **'Writing on the floor at midnight': resolving conflict between reflective journal writing and the standards agenda in a post-graduate teacher training course**
Janet Dyson, Billericay Educational Consortium, School Centred Initial Teacher Training (SCITT)

Symposium 2 – Varieties of learner experiences

- a) **An account of research into the anxiety pupils and students may experience when answering questions and presenting whole class contexts, with a focus on the coping strategies the learners may employ** Julie Anderson, ESCalate, Bristol University Graduate School
- b) **Gendered response of girls and boys to teacher in role and the concept of empathetic behaviour in relation to gendered response** Francis Prendiville, St.Martin's College
- c) **Differentiation in university teacher training** Jayne May and Duncan Reavey, University of Chichester

Symposium 3 – 'E'matters

- a) **Reflective practitioners in first year? (Formative assessment using a VLE based peer and self assessed approach)** Magnus Ross and Mary Welsh, University of Strathclyde
- b) **Becoming an eportfolio teacher educator: engaging with and embedding an eportfolio system for the post-compulsory sector** Julie Hughes, University of Wolverhampton
- c) **Bridging the pupil, trainee and professional divide through e-learning**
Andrea Raiker, University of Bedfordshire

Symposium 4 – Support and retention of student teachers

- a) **Student pre-course subject knowledge audit and on-line support using a VLE**
Ros Evans, York St. John University
- b) **Technology, pedagogy and teacher education: some prospects and problems**
Keith Webb, University of Huddersfield
- c) **An exploration of Primary English Philosophy and Teaching: Comparing the approaches of full time and flexible PGCE students** Adrian Copping, St Martin's College
- d) **Facing difficulties – effective environments for student support: studies of withdrawal and persistence in undergraduate and postgraduate courses of Initial Teacher Education**
Deborah Roberts, St Martin's College



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Symposium 5 – Global Matters

- a) **Training teachers and the global dimension: problems and possibilities**
Helen Lawson, Manchester Metropolitan University
- b) **A case study of the involvement of a group of Early Year QTS students in an international partnership in South Africa** John Goodwin, Liz Elliott and Chris Sixsmith, St. Martin's College
- c) **Identifying the role of global citizenship concepts in ITE** Donna Hurford, St. Martin's College

Symposium 6 – M matters

- a) **Three little pigs – building for the future in PGCE at Masters level**
Karen Lowing, David Wright and Karl Cain, Newcastle University
- b) **The role of learning groups within a Master level PGCE**
Cathy Burnett, Mark O'Hara and Tricia Young, Sheffield Hallam University
- c) **M level Initial Professional Training: issues, tensions, dilemmas and the desire to 'resist plasticity'**
Hazel Bryan, Canterbury Christ Church University

Symposium 7 – Out of the ordinary

- a) **'Before this I didn't know what a special school was: now I want to work in one!'**
Anne Gager, Graham Hallett and Alison Feeney, St. Martin's College
- b) **Partnership with special schools**
Marj Jeavons and Jane Hinton, Birmingham College of Food, Tourism and Creative Studies
- c) **Challenge and engagement: developing context and purpose in teacher education**
Fiona Shelton, University of Derby
- d) **Offering all BA/BSc QTS second year undergraduates a placement in a 'setting other than school'**
Anne Croft, York St. John University

Symposium 8 – University and school

- a) **Developing a tolerance of ambiguity – the contrasting experiences of training teachers in college and school** Martin Watts and Martyn Lawson, St Martin's College
- b) **Beyond mentoring? Supporting school-based tutors working with trainees on the Graduate Teacher Programme** Mary Dunne, University of Wolverhampton
- c) **How beginning teachers construct professional knowledge : the role of Threshold concepts in mentoring** Moya Cove and Julie McAdam, University of Glasgow



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Symposium 9 - Looking to the future

- a) **Multi-agency working and teachers: sharing ideas on pedagogy**
Gary Walker, Leeds Metropolitan University
- b) **Now we are seven – employment based routes in Initial Teacher Education: looking back and into the future** Kerry Jordan-Daus, Carol Tingey and Heather Howe, Canterbury Christ Church University
- c) **Masters Level Accreditation via the Bath Spa PGCE leadership module**
Dan Davies, Bath Spa University

Symposium 10 – Redesigning thinking

- a) **Developing a thinking skills approach with beginning teachers on a PGCE programme**
Ian Phillips, Edge Hill University
- b) **Finding our way: teaching and learning with PGCE Early Years students**
Arthur Kelly, Liverpool Hope University
- c) **If reflection is a 'sine qua non' of learning to teach: How is reflection represented in post lesson discussions between physical education secondary students and their subject mentors?** Chris Carpenter, Canterbury Christ Church University

PARALLEL WORKSHOPS 2:45pm – 3:45pm

- 1. **A new model of observing students teach: an opportunity for practitioner enquiry**
Rachel Lofthouse and David Wright, Newcastle University
- 2. **Learning, teaching and assessment of Initial Teacher Education: Approaches to professional reflection by trainees on teaching Placements**
Des Hewitt, Kate Cuthbert, Dave Cunningham, Dave Benson and Val Poultney, University of Derby
- 3. **Wicked Wikis: using a wiki to transmit pre-course information to ITE students and to develop on course collaborative working**
Kathy Wright, Neil Herrington and Caroline Brennan, University of East London
- 4. **Developing research skills in undergraduate trainees**
Wendy Cooke, Edge Hill University
- 5. **'We teach who we are': nurturing a holistic professional identity**
Geoff Taggart, East Berkshire College
- 6. **Masters level Initial Professional Training: a program that works**
Joan Safran, Ohio University
- 7. **An introduction to writing reviews for the TTRB**
Mike Blamires, Sue Fields, Matt Foulds, Paul Jenkins, TTRB
- 8. **The peer assessment in a virtual learning environment. Is it REALLY happening?**
Kären Mills and Graham Hallett, St Martin's College