



4th ESCalate conference

May 16th 2008

University of Cumbria – Carlisle Campus

Abstract Booklet

Keynote

Teacher education in the UK: the peculiarities of the English - and of the Welsh, Northern Irish and Scottish!

Professor Ian Menter – University of Glasgow

Abstract

There have always been significant differences in the approaches to teacher education in the four parts of the UK. Since devolution under New Labour however, it does appear, at least on the face of it, that the approach in England is increasingly distinctive from the approaches in the three smaller jurisdictions. This presentation will draw from a range of research projects to examine what these differences are and to offer an assessment of their significance. As well as considering the possible reasons for the differences, including the different policy contexts that exist in each country, we will also reflect on whether the wider cultural positioning of education and of teachers may play some part in influencing the patterns of provision and practice. The presentation will conclude with a consideration of the extent policymakers and practitioners may benefit from learn from 'home international' comparisons of this kind.

Symposium session 1 (11:30)

A1 - Considering Assessment – Chaired by David Midwinter

Room DR04 (Calva)

An example of ‘Good Assessment Practice?’ The use of an embedded examination process in an ITE module

Lead presenters: Alison Feeney and Graham Hallett - University of Cumbria

Aim

Participants will be actively engaged in reflecting on a recently taught module in the four year QTS programme at the University of Cumbria. The aim of the workshop will be to engage in a debate about the pedagogical underpinnings of the teaching and learning styles employed, and to explicate the decision to move from a formal written examination, to a shorter, oral examination of the module.

Content and hoped for impact on practice

The first part of the session will describe the module under discussion. The module, numbered SEN201, lies within our SEN specialism, deals with social, emotional and behavioural difficulties (SEBD), and is the only module within the special subject that is assessed by a formal examination.

Participants will then engage in some of the module activities, designed to illustrate the spiral nature of the material, and the process model of engagement. The nature of the embedded assessment will be illustrated, with an explanation of the end of module oral examination.

During the second half of the workshop, participants will be encouraged to critically appraise the teaching and learning employed in the module, against principles of good assessment practice contained within University of Cumbria guidelines

Links to ESCalate themes

The pedagogy of Teacher Education / Developing Assessment and Feedback for Teacher Educators

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 6. Evaluation of practice and continuing professional development

Core Knowledge: knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 5. Methods for evaluating the effectiveness of teaching

Professional Values: 1. Respect for individual learners; 3. Commitment to development of learning communities

The country/ies to which the symposium presentation relates:

England, specifically, but of general interest

Symposium session 1

**A2 - Considering assessment – Chaired by David Midwinter
Room DR04 (Calva)**

Auditing Subject Knowledge in Initial Teacher Training using Online Methods

Lead presenter: David Longman - University of Wales, Newport

Other presenters: Kerie Green, Lynne Jones, Barbara Kurzik

Aim

To describe, explain and share the project undertaken during 2006-07. The project developed some online tools for assessment of subject knowledge in teacher training.

Content and hoped for impact on practice

- This project was conducted during 2006-7.
- The objective was to design and test online methods of formative and ipsative assessment in the subject areas of English and mathematics.
- In English an existing knowledge audit was further developed to incorporate feedback to individual students with topic specific support links.
- Additionally a version of this audit model was adapted for use as an online examination.
- In mathematics an audit was created as a formative exercise including links to support materials.
- The data generated also informed tutors about areas for development across the cohort.

We hope to explore the use of such tools in subject based teacher training programmes and to listen to feedback from colleagues about how to embed the use of these tools in professional development aspects of teacher training.

Links to ESCalate themes

Developing assessment and feedback for teacher educators

Links to Professional Standards Framework:

Areas of activity: 3. Assessment and giving feedback; 6. Evaluation of practice and continuing professional development

Core knowledge: 1. The subject material; 4. The use of appropriate learning technologies; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 6. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates:

Wales and UK

Symposium session 1

B1 - Developing Creativity and Diversity – Chaired by Melissa Shaw Room LG103

Welcome to the Creativity Café: Developing a network of shared creative teaching practice amongst academic staff

Lead presenter: Josie Harvey - University of Huddersfield

Aim

To share with the conference delegates findings from the on-going TQEF Project on 'Creativity and Innovation in Teaching in Higher Education' being carried out at the University of Huddersfield. This part of the project focuses on communities of practice that have developed to share ideas between academic staff on creativity in teaching and learning.

Content and hoped for impact on practice

One of the purposes of the project is to promote creativity and innovative teaching. Out of initial interviews with numerous staff across the university, most wanted to share their creative teaching with colleagues in other disciplines. Although good practice is occurring, little is known about other staff teaching across the university. Therefore, a Creativity Café was organized to give academic staff the opportunity to work together informally, to collaborate and share best practice in the future.

The Creativity Café was an informal, but structured, workshop around creativity which allowed informal networks between staff to develop. Staff valued the opportunity to collaborate and develop their creative practices, and this has since grown.

Links to ESCalate themes (please write in):

The Pedagogy of teacher education / Fostering Creativity within a competence-based policy context

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance

Core Knowledge – Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

The countries to which the symposium presentation relates

The symposium presentation is relates to an English university, but the work is relevant to any university in the UK or internationally.

Symposium session 1

B2 - Developing creativity and diversity – Chaired by Melissa Shaw

Room LG103

Creating Classroom Environments to promote Learning Diversity

Lead presenter: John Ryan - Newman College

Other presenter: Anita Pettit – King’s Rise Community Primary School, Birmingham

Aim

The aim of the symposium is to

- Share ongoing research, in conjunction with a Birmingham Primary School, into the impact of a ‘Learning Diversity’ classroom, on the motivation and engagement of learners.
- Share project undertaken and findings of a Primary school on ‘The School of the Future based on Learning Styles’ as recommended by Barbara Prashnig. What effect has it had on learners (Anita Pettit HT at Kings Rise Community Primary School)
- Implications of above for ITE providers.

Content and hoped for impact on practice

Having worked with Anita Pettit when I was training to be a teacher 15 years ago and with our continued commitment to life long learning we are fully aware that teachers’ professional identities are changing. In her school (Kings Rise Community Primary School) she has ‘bravely’ changed all the classroom environments, in consultation with pupils, after they have completed a learning inventory (based on research by Prof. B. Prashnig). Results are evident in standards, attendance and behaviour. Birmingham city council noted that it was the most improved school in the city in 2006. After a visit from DCSF the school was rated 5th best in Europe in terms of impact on learning diversity.

I have shared this research with students on relevant modules in order to assist them to reflect on pedagogical practice in the light of current theory and educational priorities.

Links to ESCalate themes

The pedagogy of Teacher Education

Links to Professional Standards Framework

Areas of activity: 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject

Professional values: 1. Respect for individual learners; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

Mainly based in UK although Prof Barbara Prashnig’s research has been carried out in New Zealand

Symposium session 1

C1 – Examining multiculturalism and Education for Democratic Citizenship – **Chaired by Diane Warner**

Room LG105

How Children see Diversity, the Effects of Schooling, and Implications for Initial Teacher Education

Lead presenter: Sally Elton-Chalcraft - University of Cumbria

Aim

I present the findings and implications resulting from empirical research conducted in primary schools in central England and Southern Germany where I investigated 9 and 10 year old children's multicultural awareness. I demonstrate how my findings can have an impact on ITE.

Content and hoped for impact on practice

The paper discusses my project which is located in the wider debate about cultural identity, **racism**, 'equality' and **multiculturalism**. The research draws on literature concerning multicultural and **anti-racist education**.

The organisation of the **school curriculum**, and the school ethos, in both **England and Southern Germany**, had an influence on whether anti-racism was promoted or whether racism remained unchallenged. My research offers insights into aspects of **white, Western privilege** in both the formal and hidden curricula, in the selected schools in England and Southern Germany. The paper concludes with a discussion of the influence of schooling on children's multicultural awareness, and explores the implications of my findings for policy and practice in Initial Teacher Education Institutions.

Links to ESCalate themes

The pedagogy of Teacher Education

Links to Professional Standards Framework

Core knowledge: Knowledge and understanding of: 1. The subject material

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

England and Germany

Symposium session 1

C2 - Examining multiculturalism and Education for Democratic Citizenship – Chaired by Diane Warner

Room LG105

Empowering Beginning Teachers: Brief report on a Council of Europe project to develop competences to enhance Education for Democratic Citizenship (EDC)

Lead presenter: Dr Peter Brett - University of Cumbria

Aim

To introduce, share and discuss a Council of Europe project focused upon developing I.T.E. competences for Education for Democratic Citizenship (EDC). This has involved teacher educators from England, Estonia, Portugal, Germany and Croatia in identifying, defining, and exemplifying key EDC competences and providing a range of progressive suggested training activities.

Content

Teacher training institutions are essential bodies for supporting effective implementation of EDC. For teacher training institutions the challenge is to recognise EDC as a general approach to be included in the pre-service training of all future teachers regardless of their subject or phase of education. This symposium represents a way to inform and influence teacher educator colleagues as to the benefits of EDC and its applicability and vibrancy in different contexts.

There are some distinctive forms of learning in which all beginning teachers need to be fluent and confident, including discussion, role play, simulations and collaborative project work which can all be used effectively in EDC. Teachers also need to develop the skills of designing learning activities around real situations in the community or the wider world and develop strategies to address sensitive and controversial issues. The EDC competences provide useful pointers in these areas.

The symposium will share plenty of practical material from an ongoing Council of Europe project (the presenter is the lead writer on this project) and hopefully fire up participants with interest and enthusiasm for incorporating Citizenship education more centrally within their I.T.E. programmes. It will aim for a 50/50 balance of time between briefing and follow-up discussion.

Links to ESCalate themes:

The pedagogy of teacher education / Fostering Creativity within a competence – based policy context

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student feedback

The country/ies to which the symposium presentation relates

Potentially all 47 member countries of the Council of Europe – there will be a publication of the work in August 2008

Symposium session 1

D1 – Teaching by example? Chaired by Pete Boyd

Room LG201

The use and development of ‘Teachers’ TV’ to support initial teacher training and in-service teachers’ CPD

Lead presenter: Jane Dixon - University of Cumbria

Aim

To raise awareness of the use and development of ‘Teachers’ TV’ to support initial teacher training in university and school contexts and for in-service teachers’ CPD. The presentation will demonstrate how and why ITT might become involved in the development of programmes for ‘Teachers’ TV’, and consider some of the related issues in the use of such media.

Content and hoped for impact on practice

There will be initial consideration of the increasing use of ‘Teachers TV’ in undergraduate courses at the University of Cumbria, and the need to encourage students to critically evaluate and reflect on what they see.

The session will explore a personal case study of the making of ‘Teachers’ TV’ programmes to support primary mentor training courses in ITT at the University. Consideration will be given to the development of the programmes, highlighting the benefits to students, teachers and the university, along with the challenges and issues.

Following the symposium, the audience should have an understanding of the potential place of ‘tailored’ ‘Teachers’ TV’ programmes for their own ITT /CPD courses, and know how to go about developing them.

Links to ESCalate themes

The pedagogy of Teacher Education

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies

Professional Values: 1. Respect for individual learners; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

The presentation relates largely to the English curriculum, but could usefully apply to schools in other countries that use it.

Symposium session 1 – Chaired by Pete Boyd

D2 – Teaching by example?

Room LG201

Learning from Teaching, Teaching from learning; Modelling Practice on the PGCE

Lead presenter: Grace Hoskins - University of Sheffield

Other presenters: Jane Ferretti

Aim

The main aim of this paper is to describe research in progress exploring ways in which, in our PGCE classrooms, we model how to teach our subjects and how students are encouraged to learn from this in order to contribute to the development of their own approaches to teaching in schools. A further aim of the paper is to explore ways in which collaborative research itself can help colleagues to overcome barriers to their development as researchers.

Content and hoped for impact on practice

The PGCE Research Working Group was established in order to provide a forum in which collaborative research across the PGCE team may develop. This paper will describe work in progress which is exploring the nature of modelling in a range of different subject areas and through a number of questions: Do we model how to teach our subjects? If so, how? Are students aware of it? How does it support the development of their pedagogical content knowledge? And how do we encourage students to reflect critically on our teaching (and their learning) in order that they may learn to adapt what is modelled to their own teaching contexts? The paper will explore the potential impact of this research on pedagogical development across the PGCE course, as well as the impact of the Working Group itself on supporting PGCE colleagues to develop as researchers.

Links to ESCalate themes

The pedagogy of teacher education / Supporting new academic staff

Through its focus on encouraging students to reflect on their learning experiences in the PGCE classroom, it also relates to the following theme: Developing assessment and feedback for teacher educators.

Links to Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; (6. Evaluation of practice and continuing professional development)

Core knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; (5. Methods for evaluating the effectiveness of teaching)

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation

England

The work also connects with international work on teacher autonomy and teacher development, e.g.

Jiménez Raya, M., Lamb, T.E. and Vieira, F. (2007) *Pedagogy for autonomy in language education in Europe: towards a framework for learner and teacher development*. Dublin: Authentik

Lamb, T.E. and Reinders, H. (eds.) (forthcoming 2008) *Learner and teacher autonomy: concepts, realities and responses*. Amsterdam: John Benjamin

Jiménez Raya, M. & Lamb, T. (eds.) (forthcoming 2008) *Pedagogy for Autonomy in Modern Languages Education: Theory, practice, and teacher education*. Dublin: Authentik

Symposium session 1

E1 – Learning journals and reflective skills – Chaired by Patrick Smith ROOM LG202

Using different “Portfolios” and “learning Journals” in ITE to support subject knowledge development and track professional development

Lead presenter: Lawry Price - Roehampton University

Aim

Drawing from a range of “types” of Portfolios and Learning Journals (Physical Education subject specific and generic for tracking personal learning and professional development) currently in use on ITE courses at Roehampton, to share, compare and contrast these examples with colleagues own models and highlight their practicability, relevance and usefulness in supporting ITE development into NQT and beyond.

Content

By sharing with ITE colleagues a range of currently-in-use Portfolios to support professional development, and by presentation of these in hard copy form, practice can be compared and their usefulness as both a learning and tracking tool can be discussed and highlighted. Through discussion and feedback from colleagues, the ideas explored here can shed light on current provision of similar or different models in place at their institutions. Additionally, from this process of review such ideas can re-inform developments of a similar kind currently in place across the sector, including a movement towards eLearning recording of detail accrued across the training period.

Links to ESCalate themes

The pedagogy of teacher education / Interprofessional learning and work / Developing assessment and feedback for teacher educators / Employability and employer engagement

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and Understanding of: 1. The subject material; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the symposium presentation relates

UK, Ireland
International communities with ITE models based on UK provision

Symposium session 1

E2 – Learning journals and reflective skills – Chaired by Patrick Smith

Using a meta-analysis activity to make critical reflection explicit in teacher education

ROOM LG202

Lead presenters: Dr. Martin Watts, Martyn Lawson - University of Cumbria

Aim

To share our experience of trying to make the development of reflective skills an explicit aspect of our teacher education programme.

Content and hoped for impact on practice

This paper describes how the development of critical reflection in student teachers has been made an explicit part of a teacher education programme. Using a rubric presented by Ward and McCotter, (2004) and supported by an online discussion forum, the rubric was used in a meta-analysis activity where students identified the quality of critical reflection in their lesson evaluations. The evidence suggests that the activity can result in a qualitative improvement in the nature of critical reflection. The intervention also appeared to generate a growing acknowledgement by students that writing lesson evaluations, is a valuable process which can enhance their practice.

Links to ESCalate themes

The pedagogy of teacher education / Masters level initial professional training;

Links to Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 4.The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching; 6.The implications of quality assurance and enhancement for professional practice

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5.Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

Paper refers to teacher education in England and Wales specifically but is relevant to wider context of teacher education where reflective practice is considered important.

Symposium session 1

F1 – Who are we and where are we going? - Chaired by Sandra Eady

Room LG102

Tracking the student-teacher experience: the emergence of professional identities

Lead presenter: Dr Graham Rogers - Edge Hill University

Aim

The principal aim of this symposium presentation is to present findings and insights into the extent to which student-teachers begin to identify and modify their own perspectives on their professional role as intending teachers. Curricular and pedagogic approaches to nurturing a realignment of students' learning and professional values will be a particular focus.

Content and hoped for impact on practice

The wider context to this presentation is provided by a research and case-study literature which has voiced a critique of the impact of ITT programmes on student-teachers' professional practice and of the constraints that have inhibited students' own self-development.

The presentation will provide a brief summary of the methodology that was used in tracking the experience of a small group of first year ITT students enrolled on a primary undergraduate programme.

The case-study is based on their experience of an academic course (history) and their engagement with a distinctive pedagogic approach that makes intensive use of learning technology (VLE). It tracks their journey from pre-entry conceptions of their role as learners and intending teachers to the subsequent impact of their academic experience on their learning values and behaviour and, by association, on their emerging professional identity. The study identifies issues of tension and dissonance in the student experience and potentially raises the fundamental question of what teacher-education is for.

Links to ESCalate themes

The pedagogy of teacher education

Links to Professional Standards Framework

Core Knowledge: knowledge and understanding of: 3. How students learn, both generally and in the subject

Professional values: 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

UK

Symposium session 1

**F2 - Who are we and where are we going? - Chaired by Sandra Eady
Room LG102**

Making ITE Courses Future Resistant – a review of the Post Graduate Certificate of Education programme at the University of Cumbria

Lead presenter: Ed Tyson - University of Cumbria

Aim

The symposium will review the approaches taken with the Primary PGCE programme at the University of Cumbria in line with attempts at 'future proofing' the course and the opportunities and threats that course design are possibly prone to.

Content and hoped for impact on practice

It is envisioned that delegates will gather insights from the design approaches taken with the primary PGCE course at the University of Cumbria and that the need to 'future proof' courses and programmes is an essential element that HE institutions need to engage with; rather than be seen as just 'blue sky thinking'. This should be possible as the thoughts, ideas and aspirations have been channeled through a crucible of validation and university regulations and requirements.

The delegates would have the opportunity to discuss their opinions and experiences and this information could be pooled to see if there is a synergy of ideas that could be collated into a guide for future course designs.

Links to ESCalate themes

Masters level initial professional training;

Links to Professional Standards Framework

Areas of activity: 1.Design and planning of learning activities and/or programmes of study

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice

The country/ies to which the symposium presentation relates

England

Symposium session 1

G1 – Training Ideas

Room LG004

Getting beyond ‘experience of’: meeting the professional development needs of school-based trainers on an employment-based route –

Chaired by Anne Gager

Lead presenters: Kerry Jordan-Daus – Canterbury Christ Church University
Mary Dunne – University of Wolverhampton

Aim

Drawing on approaches in several institutions, to explore the impact of supporting school-based trainers working with trainees on employment-based routes, particularly in the light of new requirements for employment-based training to identify sixty days of designated ‘training’ and to consider the provision of M level accreditation for these trainees in line with PGCE courses.

Content and hoped for impact on practice

Using autoethnographic methodology, the paper considers the role of the designated recommending body in providing sufficiently high quality support to meet the professional development needs of school-based trainers in order to ensure that pre-service teachers are provided with much more than “experience of” when following an employment-based route. It considers the processes adopted in supporting school-based trainers to construct a progressive individualised training plan that is appropriately challenging and that incorporates an explicit focus on subject knowledge development as well as encouraging reflective practice that is underpinned by appropriate theoretical study, in line with that undertaken by PGCE trainees gaining M level accreditation.

Links to ESCalate themes

The paper draws on collaborative work undertaken by the two presenters as a result of discussion following their respective submissions at the third ESCalate Conference. It firmly links with the themes of:
The pedagogy of teacher education / Masters level initial professional training with implications for Developing assessment and feedback for teacher educators

Links to Professional Standards Framework:

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 4. Developing effective environments and student support and guidance; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

England. There is no equivalent to the employment-based route in Northern Ireland, Scotland or Wales but the issues arising from school-based training and the need for high quality support for school-based tutors could be equally applicable to those supporting PGCE or PGDE trainees.

Symposium session 1 G2 – Training Ideas

Elective Modules; should they be compulsory? – Chaired by Anne Gager

Lead presenters: Anne Gager and Graham Hallett, University of Cumbria

Aim

EPC202 is an elective module, within the four year BA (Hons.) with QTS, dealing with understanding and managing behaviour. The symposium aims to share practice; the focus will be on the contextual nature of the assignment, and on course activities that seek to develop the fundamental perspectives, attitudes and perceptions of participants.

Content and hoped for impact on practice

There will be a brief introduction to the context in which this elective module takes place. Participants will then be able to engage with sample materials from the module teaching content. This will include personal constructs, role play, triadic speed dating, information elicitation, etcetera. An exercise will then be conducted to illustrate the contextual nature of the assignment, which depends on participants interrogating information held about an imagined, but very real, student.

A discussion will follow, to encourage analysis and evaluation of, firstly, our teaching method, which is process driven, and largely content free, and secondly, of the module assessment, which is contextualized or problem based learning. It will then be suggested that modules such as this should be a compulsory part of ITE, rather than an elective, basing this judgment on module feedback, which will be illustrated, and on the changing perception of the need for SEN content within our courses.

Links to ESCalate themes (please write in):

The pedagogy of Teacher Education / Developing Assessment and feedback for Teacher Educators

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and Understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching

Professional values: 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The country to which the symposium presentation relates

England, with applicability within the UK

Symposium session 1

H1 – Innovative Practice - Chaired by Caroline Marcangelo

Room LG104

Developing better teachers: Innovative practice within a standards based framework

Lead presenter: Daryll Griffiths - North East Wales Institute of Higher Education

Other presenters: Peter Stewart Cook, Karen Griffiths, Sue Horder, John Luker

Aim

An excellent opportunity to share experiences and exchange ideas. The aim of the session is to articulate the rationale and evaluation of a module within a PGCE (LLUK) programme that is dedicated to Innovative practice in teaching and learning. Standards being addressed within the framework include the minimum core, and subject specific teacher development.

To share the publication of student case studies that aims to inform wider learning communities and prepares students to meet challenges in practice. The case studies are celebrated in an exposition of student's innovation projects.

Content and hoped for impact on practice

A justification of the approach to innovation taken by the PGCE programme team that embraces both current research and government initiatives will be presented together with a critical evaluation of current literature and practice in the field of innovation.

The innovation projects will be disseminated to delegates inviting a critique of the process together with student evaluations demonstrating the impact on best practice within common themes and curricula areas.

A compendium of students work, including critical reflections and dialogue within a Professional Development Portfolio will be used to demonstrate the effectiveness of a modular approach to innovative practice against the teacher education standards framework.

Links to ESCalate themes

The pedagogy of teacher education / Fostering Creativity within a competence – based policy context

Links to the UK Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates:

The literature review draws upon current national and international practice and the innovation module will inform developments in ITE across the UK and wider learning communities. The session relates currently to the LLUK standards (England) and will relate to the LLUK (Wales) standards once agreed and its content is transferable to the school sector.

Symposium session 1

H2 – Innovative Practice - Chaired by Caroline Marcangelo

Room LG104

Innovative experiences and the impact on learning and development

Lead presenter: Dr.Tracy Whatmore - Newman University College,
Birmingham

Aim

To develop knowledge and understanding of a range of innovative experiences and the impact on student development and learning

Content and hoped for impact on practice

The symposium would consider a range of innovative experiences currently being undertaken by third year undergraduate students who have chosen to remain for the four-year programme. The experiences are extremely varied and provide students with the opportunity to gain knowledge and understanding of interprofessional learning and work, in a range of contexts. The students will produce an evaluative report and consider the impact of the experiences gained on their professional development and learning. Summary evaluations will be completed at the end of the experience and analysed in order to ascertain the nature of the development and learning achieved and the impact that this may have on practice, and these would be shared with the audience.

Links to ESCalate themes

Interprofessional learning and work

Links to Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning

Core Knowledge - Knowledge and Understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject

Professional Values: 2. Commitment to incorporating the process and outcomes of relevant research and scholarship and/or professional practice.

The country/ies to which the symposium presentation relates

England but could be cross-referenced to other UK countries.

Round Table 1 (12:30)

Room LG102

The use of exemplification and descriptors to embed the revised standards for QTS and challenge trainee teachers to go beyond 'satisfactory'

Lead presenters: Kevin Mattinson, Andrew Connell – Keele University

Aim

To reflect on the development, introduction and impact of exemplification documentation and descriptors on a successful ITE course and to inform colleagues and share practice across the sector.

Content and hoped for impact on practice

To reflect on the development of exemplification materials to support those of the TDA in the illustration of how the revised QTS standards can be evidenced. To reflect on and discuss the use of descriptors used to assess trainee teachers. To consider the difficulties in the introduction of new documents and to discuss the initial impact (7 months in) of these documents on a successful ITE course. The aim is to inform colleagues and share practice across the sector, helping all to move forward.

Links to ESCalate themes

Developing assessment and feedback for teacher educators – the revised standards / The pedagogy of teacher education

The development of approaches to the use of Standards that are developmental and which inform both practice and critical and reflective thinking, rather than as a framework for compliance

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme

Professional values: 1. Respect for individual learners

Country/ies to which the round table relates

The revised standards relate to England (possibly Wales in 5 years!) but the process and the descriptors are relevant to any country

Round table 2
Room LG103
Masters Level Credits and the Graduate Teacher Programme

Lead presenter: Nicki Leggatt - Canterbury Christ Church University

Other presenter: Kerry Jordan-Daus – Canterbury Christ Church University

Aim

To describe how Canterbury Christ Church University set about offering trainees on the Graduate Teacher Programme the opportunity to work on an M. Level Module alongside work towards QTS, and to share information about how other institutions have provided, or envisage providing, similar opportunities.

Content and hoped for impact on practice

Content:

- the story of the planning, implementation and outcomes to date of the CCCU M. Level Module offered to GTP trainees, with consideration of the range of issues that had to be taken into account;
- the stories of other round-tablers who make similar provision.

Impact:

- evaluation and improvement of the CCCU module and those of other institutions;
- support for colleagues considering following suit.

Links to ESCalate priority themes

Masters Level initial professional training

Links to UK Professional Standards Framework

Areas of Activity: Design and planning of learning activities and/or programme of study

The country/ies to which the round table relates

England

Round table 3
Room LG105
Initial teacher education and pupil behaviour: what next?

Lead presenter: Professor Philip Garner - The University of Northampton

Other presenters: Simon Ellis, Mike Blamires and Dr Terry Haydn from institutions contributing to the Behaviour for learning network (www.behaviour4learning.ac.uk)

Aim

To reflect on recent developments relating to ITE and behaviour management, noting points of success and areas of challenge

- To explore future (collaborative) ways forward, taking account of existing constraints in course design and delivery
- To disseminate/discuss a set of useful resources in behaviour management for teacher educators

Content and hoped for impact on practice

The Round Table uses a set of resources/briefing sheets in behaviour management: many will be new resources or those in the process of production by *Behaviour4Learning*. Materials from both the UK and from international settings will be utilised. They act as pivotal materials in identifying potential ways of working in support of both the NQT standards (2007) and the UK national professional framework. Impact on practice relates (a) opportunity to utilise a set of resources in support of course planning and (b) enhancement of awareness among participants of new approaches/new knowledge in the area of behaviour management.

Links to ESCalate priority themes (please write in):

Fostering creativity within a competence-based context / Interprofessional learning and work (related to ECM and Youth Matters agenda, and ICS) / The pedagogy of teacher education

Links to UK Professional Standards Framework):

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning

Core knowledge: Knowledge and understanding of: 1. the subject material; 2. appropriate methods of T and L in the subject area and at the level of the academic programme

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice

The country to which the round table relates

England – although Behaviour4learning has participated in development activity in a range of other national settings (including the UK countries, Croatia, Ireland, China, Australia, the US and Hong Kong); many new developments in behaviour management have widespread practical value in most national settings.

Round table 4
Room LG201
Facilitating reflectivity in students on Masters level Initial professional training: learning journals/learning partners

Lead presenter: Jacqueline Duncan - York St John University

Other presenter: Madelaine Lockwood - York St John University

Aim

To explore the ways in which teacher educators facilitate reflective practice in the professional development of students on a masters level PGCE.

Content and hoped for impact on practice

Through a consideration of the use of learning journals and learning partners, the discussion will focus on supporting students':

- analysis and critical engagement with their own learning process;
- development of self awareness as individuals and professionals;
- self identification of strengths, areas for development and future training needs;
- ability to work collaboratively.

(QTS standards Q6, Q7, Q8, Q9)

Outcomes:

- sharing of current practice/ expertise,
- identification of barriers and the means to overcome them,
- improvements in needs lead intervention/teaching in ITE;
- improvement in quality of teaching based on joint intellectual endeavour and a mutual creative learning process.

Links to ESCalate priority themes

The pedagogy of teacher education / Masters level initial professional training

Links to UK Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning

Core Knowledge - Knowledge and Understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn

Professional Values: 1. Respect for individual learners; 3. Commitment to development of learning communities

The country/ies to which the round table relates

England

Round table 5

Room LG202

An Olympic ITE Curriculum: how to become part of the legacy

Lead presenter: Neil Herrington - University of East London

Aim

To explore the ways in which the 2012 Games, and other megaevents may be used as a catalyst for developments in areas such as ways of working with 'alternative' placements – or as a vehicle to explore issues around the ECM agenda, or to explore cross-curricular aspects.

Content

Initial input will draw upon a research project considering the educational legacy of megaevents, especially in relation to area regeneration. Discussion will move on from this to explore how this may impact on, or be incorporated into the ITE curriculum. Issues which may flow from the discussion might include:

- How any initiative might equip and inspire trainees to be agents for change. Giving them the confidence to use the curriculum rather than just follow it.
- The development of creativity through flexible interaction with content
- The localisation of response – how to engage with the international and national at the regional level
- Impact on the range and nature of partnerships

Links to ESCalate priority themes

The pedagogy of teacher education / Fostering Creativity within a competence – based policy context / Widening Participation / Interprofessional learning and work (related to Every Child Matters and Youth Matters agenda, and Integrated Children's services)

Links to UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning

Core knowledge: Knowledge and understanding of; 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the round table relates

The research that will be the initiator of the discussion is international in scope with a focus on England. However, the outcomes are likely to be relevant to participants from any country where events occur that may form the stimulus for discussion

Round table 6

Engagement with the Arts and Sciences, Pedagogical Discussion Labs and the Student Teacher Experience

Room LG004

Lead presenter: Archie Graham - University of Aberdeen

Other presenter: Mhairi Freeman – University of Aberdeen

Aim

To critically explore from a wider range of perspectives the design of pedagogical discussion labs to assist education students at the University of Aberdeen make connections between their learning in non-education courses provided by the arts and sciences and their professional development as student teachers.

Content and hoped for impact on practice

Since 2005 student teachers on the BEd Programme at the University of Aberdeen have had the opportunity to pursue courses in the arts and sciences as part of their studies. In so doing, they work alongside students from other degree programmes and have opportunities to extend the breadth and depth of their education. However, evidence from the initial investigations into the student experience has shown that students on this programme have experienced difficulty in making connections between the courses studied within the wider university and their designated degree programme. It is hoped that this round table discussion will contribute to the design and enhancement of pedagogical discussion labs to support student teachers in making relevant and meaningful connections and contribute to their professional development.

Links to ESCalate priority themes

The pedagogy of teacher education

Links to UK Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject

Professional values: 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the round table relates

Scotland with links to the work of Bales and Mueller (2007) who studied pedagogy discussion labs and education-intended students' understandings about teaching and learning at the University of Wisconsin, Milwaukee (UWM).

Round table 7

Responding to students' needs: raising engagement and attainment through a blended approach to teaching and learning.

Room DR04

Lead presenter: Donna Hurford - University of Cumbria.

Other presenters: Susan Shaw, Andrew Read, Andrew Slater (Education Studies tutors for the Flexible Modular Primary PGCE Programme, University of Cumbria)

Aim

Provide a succinct overview of the rationale for the new blended Education Studies' course for the Flexible Modular Primary PGCE. Focus discussion on specific issues identified through student and tutor evaluations including how to enable all students to engage in and benefit from a more independent approach to learning.

Content and hoped for impact on practice

The round table will discuss how to scaffold students' engagement with an independent approach to learning with consideration of the challenges and opportunities presented by a distance-learning programme. Consider the implications for students' understanding of critical evaluation and reflective practice.

We will identify opportunities to develop the inclusiveness of the Education Studies course whilst maintaining a commitment to independent learning, critical thinking and reflective practice. Learn from colleagues' insights and related experiences. Demonstrate a commitment to formative course evaluation that benefits current and future students.

Links to ESCalate priority themes (please write in):

The pedagogy of teacher education / Developing assessment and feedback for teacher educators

Links to UK Professional Standards Framework

The subject for our round table discussion will potentially address all of the standards, however of most significance are:

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the round table relates

The Flexible Modular, Primary, PGCE Programme is offered by the University of Cumbria through its NW England and London sites. Currently the majority of students reside in England, however students living in Southern Scotland, Northern Ireland and Wales can and do apply.

There are potential cross references with other blended initial teacher education courses that include face-to-face and online teaching and learning and that are offered throughout the UK.

Round table 8

Film and Pedagogy: Learning about Teaching at the Movies

Room LG104

Lead presenter: Dr Andrew Lambirth - Canterbury Christ Church University

Other presenter: Dr Ken Fox

Aim

To share and discuss the growing data from the 'Film and Pedagogy' project being organised by the two presenters from two departments within their HE institution. The project aims to use representations of pedagogy from film narratives to explore and enrich ITE students understanding of education and pedagogy.

Content and hoped for impact on practice

'Film and Pedagogy' is a 'Research Informed Teaching' funded project. It is an exploration with initial teacher training students and department of media students into the ways in which pedagogy is represented through film. It looks at how notions of education in society, as represented by film can be discussed and challenged by engagement with these dramatic representations of teaching, learning, knowledge and understanding. The presenters want to explore the potential learning that work with film in ITE and with media students can offer. The presenters wish to discuss the issues raised by using film in this manner and share some of the data they have gathered through the Film and Pedagogy VLE site, on discussion boards, email and direct exchanges at the screenings of *School of Rock* (Linklater, 2004) and *If...* (Anderson, 1968).

Links to ESCalate priority themes

The pedagogy of teacher education: how do filmic representations enhance ITE students' knowledge and understanding of the pedagogic process?

Links to Professional Standards Framework; 'Film and Pedagogy' provides the opportunities for 'areas of activity'; knowledge and understanding; and professional values. All these areas are explored within films made about schools, schooling and education.

The country/ies to which the round table relates

The 'Film and Pedagogy' project is based in England but it uses film representations of pedagogy from across the world.

Workshop 1 (1:50) – Chaired by Caroline Marcangelo
Room LG102
Cleaning up the ‘F’ word in the classroom

Lead presenter: Barbara Walsh - Liverpool John Moores University

Other presenters: Sarah Nixon - Liverpool John Moores University
Caitlin Walker and Nancy Doyle - Training Attention

Aim

The workshop will introduce delegates to the ‘Clean Feedback’ model, which is being used to help trainee teachers enhance their ability to give and receive feedback.

Delegates will both give and receive feedback in this way and also to discuss ideas around the use in their own practice.

Content and hoped for impact on practice

Feedback as a mechanism and a process will be discussed in relation to the use of the model being presented and findings from the research being undertaken will be shared. Delegates will then get a chance to try and both give and receive feedback using the model and receive feedback themselves around their use of the process.

Participants will be able to take the model away and use it in their own work environment.

Style of participant interaction

- Introduction to the Clean Feedback Model through whole group demonstration and discussion;
- Participants will have the opportunity to practice the clean feedback model in small groups and pairs;
- The intention is for the presenters to facilitate this through some practiced ‘set ups;’
- Opportunity to give and receive feedback around the session;
- The ‘Clean Feedback Model’ is a format designed by Caitlin Walker and Nancy Doyle of Training Attention Ltd and used by them in education (secondary, tertiary and university) since 2003.

Links to ESCalate priority themes:

Developing assessment and feedback for teacher educators

Link to UK Professional Standards Framework

Areas of activity: 3. Assessment and giving feedback

Core knowledge: 5. Methods of evaluating the effectiveness of teaching;

Professional values: 5. Commitment to continuing professional development and evaluation of practice.

Country/ies to which the workshop relates

The Clean Feedback Model is an International working tool that is relevant to any teaching and learning situation.

Workshop 2 – Chaired by David Midwinter

Room DR04

Developing their emotional intelligence improves the classroom performance of student teachers. How can we support them in this?

Lead presenter: Eamonn Pugh and Ed Tyson - University of Cumbria

Aim

Firstly, to heighten delegates' awareness of emotional intelligence as a capability that can be used, modelled and developed by teacher educators, teachers, student teachers and pupils. Secondly, to share and receive feedback on a research project designed to support student teachers develop their EI to achieve the QTS standards

Content and hoped for impact on practice

The workshop will address:

- Definition of emotional intelligence (EI).
- The use of EI by teacher educators, student teachers and school-based teacher mentors.
- Assessment and development of EI, particularly that of student teachers on school placement.
- Emotional intelligence, subject knowledge and teaching skills –meeting the QTS standards.

The above will include references to a practitioner research project in which student teacher EI in the classroom was assessed and developed.

The desired impact is that delegates will subsequently contribute to a growing learning community that initiates or shares good practice in the development of emotional intelligence.

Style of participant interaction

1. Individual activity: *My qualities as a HE professional* (handout sheet); followed by paired activity: *Qualities of an emotionally-intelligent teacher* (cards for sorting)
2. Paired discussion/feedback to group: *Definitions of EI* (flipchart sheets)
3. Presenter-led: *Summary of research project* (PowerPoint or OHPs)
4. Brief paired discussion followed by whole group Q&A: *Further information re. above*,
5. Paired activity: *QTS standards and EI* (handout sheet)
6. Group activity (in threes; rotate roles): *Assessing behaviours and feelings; formative assessment of EI*
7. Presenter-led dialogue– *evidence base for assessment of EI*
8. Group discussion (4/5s): *Moving forward - practical suggestions for supporting student teachers develop their EI in the context of the QTS standards*

Links to ESCalate priority themes (please write in):

The pedagogy of teacher education / Developing assessment and feedback for teacher educators / Masters level initial professional training

Links to UK Professional Standards Framework

Areas of activity: 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance

Core knowledge: Knowledge and understanding: 3. How students learn, both generally and in the subject; 5. Methods for evaluating the effectiveness of teaching

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the workshop relates

England

Reference also to work in USA (Hartford, Connecticut)

Workshop 3 - Chaired by Sandra Eady

Room LG103

Pimping a Ride: Exploring teacher identity within the new Professional Standards

Lead presenter: Ms Emma Brown - Central School of Speech and Drama

Aim

- To highlight issues arising from the current landscape of training of specialised drama teachers
- To consider the impact of these issues on employability and employer engagement (in the secondary sector)
- To interrogate the new Professional Standards to identify the specific challenges faced by ITT providers working with Drama teachers (in single or combined courses)
- To suggest strategies for 'reclaiming' the language of the standards in order to capitalise on the creative strengths of trainees working in arts subjects

Content and hoped for impact on practice

Centring on a discussion of the newly implemented Professional Standards for QTS in England and Wales, this workshop will examine the implications of the new professionalism agenda for aspiring Drama teachers. Popular linguistic borrowing of the phrase 'pimp my ride' to suggest a practise of taking something in poor condition and restoring as well as customizing it in order to sell it on, is used here analogously to suggest that the training of Drama teachers (in non HEI settings) has, in part, become a corrupted practise, and the professionals which emerge are often poorly equipped to face the challenges of contemporary secondary schools. Through practical exploration of a series of case studies drawn from Initial Teacher Training settings, the workshop will seek to propose possible strategies for creative interpretation of the new standards in order to ensure that training models which are offered, enable all aspiring drama teachers to confidently engage in contemporary education settings.

Style of participant interaction

- Theoretical context to be presented
- Small groups to consider specific case studies and the implications of the practise described
- Small group feedback to whole
- Presentation of strategies used to implement the PS using creative pedagogies

Links to ESCalate priority themes (please write in):

Employability and Employer Engagement

Links to UK Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning; 4. Developing effective environments and student support and guidance

Core Knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the workshop relates

UK and/or international settings where professional frameworks for ITT have been implemented

Workshop 4 – Chaired by Patrick Smith

Room LG105

The ‘Philosophy for children approach’ as a possible strategy for encouraging participation in seminars

Lead presenter: Fufy Demissie - Sheffield Hallam University

Aim

- To engage participants in a discussion forum using the techniques of the philosophy for children approach.
- To present the philosophy for children approach as a model for seminar discussions

Content and hoped for impact on practice

In line with the philosophy for children approach, I will invite participants to pose possible questions that arise out of stimuli, such as a short film or an image. Participants will be asked to justify choice of question, and then, the group will be asked to vote on the most interesting/open ended question as a focus for the discussion. I will facilitate the discussion by encouraging reflection, clarification and justification of positions taken by participants. The overall aim is to come to a deeper understanding of a question/issue that matters to the participants.

Style of participant interaction

- Discussion
- Reflection on structure/format
- Reflection on relevance to teaching and learning strategies

Links to ESCalate priority themes

The pedagogy of teacher education / widening participation

Links to UK Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study

Core knowledge: Knowledge and understanding of: 3. How students learn, both generally and in the subject

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities

The country/ies to which the workshop

England

Workshop 5
Room LG201
Presentation and Pedagogy – Chaired by Diane Warner
Teaching with Presentation Technology Without Sacrificing Your
Cherished Pedagogical Principles

Lead presenter: John Lodge - Roehampton University

Other presenter: Vanessa Hodder

Aim

To acquaint participants with the disquieting nature of current research outcomes into the use of presentation software in higher education; to invite them to reflect on their own practice; and to explore a range of models of 'good practice' in the use of presentation technology.

Content

The session begins with a brief summary of research outcomes into the use of presentation software. There is a special focus on student learning and teaching pedagogies.

Participants reflect on their own use of presentation software and identify strengths and weaknesses in their practice.

Models of 'good practice' are presented and their relative merits are discussed.

Finally, using a handheld computer, participants are invited to create a short presentation.

The intended impact of the workshop is to encourage a reflective and informed use of presentation software that will lead to better pedagogical practice in lectures.

Style of participant interaction

Presentation - The presenter summarises briefly recent research with a focus on student learning outcomes and teaching pedagogies.

Paired work - The participants are invited to reflect on the research summary and share their own experiences of using presentation software in lectures.

Demonstration - The presenter shows some models of good practice using presentation software and summarises their characteristics.

Paired work - Participants discuss the relative merits of the models which they have seen.

Paired work - Each pair is supplied with a handheld computer and invited to create a short presentation based explicitly on pedagogical principles.

Plenary - Participants share their reflections with the whole group.

Handout - A printed handout providing workshop references and further reading is given to each workshop member.

Links to ESCalate priority themes

The pedagogy of teacher education

Links to UK Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning

Core knowledge – Knowledge and understanding: 4. The use of appropriate learning technologies

Professional values: 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the workshop relates

The subject of this workshop is appropriate to all UK countries and has relevance for most countries abroad.

Workshop 6 – Chaired by Pete Boyd

Room 202

Learning about Learning; a module to support the induction and Retention of Year One undergraduate ITE students

Lead presenter: Deborah Robinson - Nottingham Trent University

Other presenters: Kev Delaney, Dr Kevin Flint

Aim

To provide an experience of the aims, principles, content, pedagogy and impact of an innovative ITE induction module named 'Learning about Learning.' The module has been designed and developed to induct undergraduate ITE students into a four year BA (Hons.) Programme in Primary Education.

Content and hoped for impact on practice

It is hoped that the workshop will; Inspire and inform other ITE educators who have an interest in developing their induction programmes for undergraduate students; Allow participants to experience the pedagogic processes associated with the Learning about Learning module (e.g. teaching, learning and assessment; Offer an opportunity for delegates to share good practice toward enhancing student experience, progress and retention.

Style of participant interaction:

- Contextual inputs by presenters
- Activities and tasks that mirror pedagogic approaches used within the Learning about Learning module
- Opportunities for active review of module materials and documentation
- Participant discussion and debate
- Opportunities for discussion

Links to ESCalate priority themes (please write in):

The pedagogy of teacher education / Developing assessment and feedback for teacher educators

Links to UK Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning

Core knowledge: Knowledge and understanding of: 3. How students learn, both generally and in the subject

Professional values: 1. Respect for individual learners

The country/ies to which the workshop

UK and any country

Workshop 7 - Chaired by Martyn Lawson

Room LG004

'Simulated Schools': A way of engaging trainee teachers in general Professional Studies sessions

Lead presenter: Kathy Wright - University of East London

Aim

To exemplify a project which uses Web 2.0 technology and a VLE to give secondary trainees communal involvement in 'virtual' schools: To demonstrate how professional studies work can be placed in a 'real' context through this VLE and a supporting wiki: To indicate how such 'virtual learning' activities can provide an arena for cross-curricular discussions and can link university- and school-based work.

Content and hoped for impact on practice

There has been considerable interest in the use of Web 2.0 technology and VLEs for student learning (Doolan, 2007). In this workshop we exemplify a pilot project at UEL which uses such this technology to place core professional studies within a simulated 'real' context. This project had three main aims: to enable trainees to engage in more meaningful learning about whole school/professional issues; to link disparate areas of work in professional studies; and to be a powerful learning tool in linking the university professional studies course to school-based work. The work to be reported here consists of eight activities completed so far including cross curricular learning, ECM, SEN and EAL. The workshop session will be practically based with attendees participating in an exploration of the structured learning environments which the 'virtual schools' developed in UEL have provided for secondary PGCE students. This is a pilot study at present and participants will be able to identify the relevance of this mode of learning to their own practice and to contribute their ideas on the further development of the 'virtual schools'. We will also identify and discuss the use of this initiative as a research study and the methodology involved in the current pilot study. Time will be given for providers to evaluate their practice in the light of the practical activities and discussion during the session, with a view to building on the use of Web 2.0 technology and VLE in their professional studies courses. Consideration will be given to the differences in design of learning activity for students in an online situation.

Style of participant interaction:

- Exemplification and discussion of the UEL virtual schools
- Discussion of the key areas of focus in the virtual schools pilot
- Identification and discussion of the differentiated patterns of student involvement in the virtual schools
- Collaborative task on designing learning activities in virtual environments
- Discussion of the implications of the workshop for participants' own practice

Links to ESCalate priority themes:

The pedagogy of teacher education / Learning across multiple contexts and environments/ interdisciplinary learning / Interdisciplinary learning (through cross curricular collaborative tasks) / Fostering Creativity within a competence-based policy context

Links to UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance

Core Knowledge: Knowledge and Understanding: 4. The use of appropriate learning technologies

Professional Values: 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

Country/ies to which the symposium presentation relates

This work has been carried out in England, with particular dereference to the current ITE Standards. But the 'virtual schools' technology and its use in ITE courses is applicable to a wider UK and international audience.

References:

Doolan, M. (2007) 'Take a risk with wiki work' THES 7 Dec p 22

Workshop 8 – Chaired by Melissa Shaw

Room LG104

Creative connections between ITT and museums: effective teaching and learning in out of school contexts

Lead presenter: Caroline Brennan - University of East London

Other presenter: Neil Herrington – University of East London

Aim

Dissemination of a European funded project which has developed ways of working between ITT and museums together with examples of the use with secondary pupils, including hand held technology to support learning will provide a model for workshop participants to explore the potential for their own institution.

Content and hoped for impact on practice

The Professional Standards for QTS have a requirement for skills and knowledge in making use of visits outside of schools to enhance education. Trainee teachers can undertake part of their teaching placements in 'settings other than schools'. This is a recognition that what goes on outside the classroom is powerful for learning so trainee teachers must be enabled to appreciate how out of school learning contexts can enhance formal school based learning.

Key questions:

- Do museum placements enhance the quality of ITT programmes and how can these be incorporated?
- What do pupils/trainees gain from museum visits?
- What are the needs of trainee teachers/ITT providers?
- How can handheld technology be used outside the classroom e.g. audio walking trails?

Style of participant interaction

- Introduction to the project wiki
- Sharing of existing electronic resources
- Opportunity to develop activities for use with trainees
- Sharing of existing good practice amongst participants

Links to ESCalate priority themes

The pedagogy of teacher education / Fostering Creativity within a competence – based policy context / Supporting new academic staff (the e of a wiki for this workshop will allow participants access to materials for ongoing use in their own institutions)

Links to UK Professional Standards Framework

Areas of Activity: Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching

Professional values; 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities

The country/ies to which the workshop relates

UEL has worked in partnership with the British Museum for 4 years and has other links with London museums and archives. UEL is a partner in the Museum Scouts project which involves teachers, teacher educators, museum staff, students and researchers from five European countries: Germany, Lithuania, Portugal, Austria and the UK. The project evidences the learning opportunities offered through the collaboration of schools and museums, supported by the possibilities of mobile and ubiquitous technologies.

Symposium 2 (2:45)

A1 – Into Europe - *Chaired by Martyn Lawson*

Room DR04 (Calva)

Europrof: The European Foreign Language Teacher Professional Profile and Portfolio

Lead presenter: Anna Bartrum – University of Cumbria

Other presenter: Janet Streeter – University of Cumbria

Aim

Europrof is a three-year EU project, which aims to develop a new professional profile for the foreign language teacher in Europe. The presentation aims to disseminate the outcomes of the project to date and explore how they could inform future practice and curriculum design by providing an international dimension for staff and students.

Content and hoped for impact on practice

Europrof, which is in its second year, involves teacher trainers from 8 partner institutions, Secondary ITT students and teachers in host schools. Project activities and products include a comprehensive mapping of foreign languages ITT in the partner countries, a web-based learning community and didactic and intercultural modules for student teacher mobility. The presentation will provide an overview of the project and its outcomes. It will also focus specifically on the intercultural awareness module: its aims, content and how it was trialled in February 2008. The discussion part of the symposium will focus on the question: how can this experience be extended to other subject areas?

Links to ESCalate priority themes:

The pedagogy of teacher education / Masters level initial professional training/ Widening Participation / Fostering Creativity within a competence-based policy context

Links to the UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and understanding of: 1 The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. The implications of quality assurance and enhancement for professional practice.

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The Country/ies to which the symposium presentation relates

Austria, Denmark, France, Iceland, Italy, Lithuania, Poland and England

Symposium 2
A2 – Into Europe - *Chaired by Martyn Lawson*
Room DR04 (Calva)
International Perspectives on Partnership in Practice

Lead presenter: Janet Streeter – University of Cumbria

Other presenters: Liz Lakin and Joyce Mather

Aim

To disseminate findings from the Partnership in Practice (PIP) EU project in the light of experiences gained and how they could inform future practice and to raise Teacher Training colleagues' awareness of the benefits of international staff mobility and its implications for the student experience

Content and hoped for impact on practice

This presentation will consist of three parts; a brief introduction to the PIP project followed by two participant case studies from Norway and Sweden. Despite a difference in focus, both case studies demonstrate similarities in terms of quality of provision, co-operation and value of partnership.

The Norwegian case study will focus on:

- How partnership informed and influenced curriculum development
- Students taking responsibility for their own learning

The Swedish case study will focus on:

- Placement pattern
- Generic first year
- Cross-curriculum modules
- Links between the settings and university

Significant lessons are to be learnt from having a more creative and flexible approach to programme and curriculum development and delivery within a vast geographic area.

Links to ESCalate priority themes:

The pedagogy of teacher education / Widening Participation / Fostering Creativity within a competence-based policy context

Links to the UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study

Core Knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 1. Respect for individual learners; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice

The Country/ies to which the symposium presentation relates

England, Wales, Norway and Sweden

Symposium session 2

B1 – E matters - Chaired by Caroline Marcangelo

Room LG103

An Investigation into the Implementation of Using an Eportfolio as a Record of Professional Development for Initial Teacher Trainees

Lead presenters: Marc Smale and Robert Heath - University of Wolverhampton

Aim

To present, share and discuss our initial research findings in response to these questions:

Does an eportfolio as a repository for electronic documentation (including the electronic RoPD) enhance support and training for the trainee teacher?

What benefits are there in using an e-portfolio for the university tutor and school mentor?

What evidence, if any, is there that an electronic RoPD improves quality assurance?

Content and hoped for impact on practice

A demonstration of how using the Wolverhampton's eportfolio, PebblePAD allows multiple access to material produced as evidence against the 'Q Standards'. Evidence of which is uploaded to PebblePAD by the trainee in different formats (doc, mp3, jpg) using today's handheld technology: mobile phones, digital cameras and iPODs. This evidence is then viewed, assessed and commented on by school based mentors and university tutors. This investigation has been piloted with a group of PGCE students and mentors this academic year and initial findings will be presented.

Links to ESCalate themes

Developing assessment and feedback for teacher educators

Links to Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 6. Evaluation of practice and continuing professional development:

Core Knowledge: Knowledge and Understanding of: 4. The use of appropriate learning technologies; 6. The implications of quality assurance and enhancement for professional practice;

Professional values: 3. Commitment to development of learning communities; 5. 'Commitment to continuing professional development and evaluation of practice.'

The country/ies to which the symposium presentation relates

England

Symposium session 2

B2 – E matters - Chaired by Caroline Marcangelo

Room LG103

Developing creative and critical thinking through eportfolios

Lead presenters: Clair Rogers-Harris, Sarah Weatherhead -University of Wolverhampton

Aim

The purpose of this project has been to explore the use of Pebblepad (eportfolios) and a blended approach to learning and teaching within the context of teacher training (BED, Year 1, English). Eportfolios have been used effectively to support learning and formative assessment and the initial results show a higher level of critical thinking, creativity and engagement. The aim of this symposium is to share this work with colleagues focussing on the pedagogy of teacher education.

Content and hoped for impact on practice

- To share the purpose of the project which would include issues such as planning, subject knowledge/IT awareness for trainees and other professional colleagues, management of teaching time and eportfolios etc.
- Share examples of trainees' eportfolios including examples of assessment and feedback
- Explore the strengths of the project, specifically focussing on how creativity, critical thinking and engagement of trainees was developed further through the use of technology
- To share potential barriers and difficulties of using a blended approach
- To look forward to how eportfolios will be used by trainees and tutors while on school placement.

Links to ESCalate themes

The pedagogy of teacher education

Links to Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback

Core Knowledge – Knowledge and Understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programmes; 3. How students learn, both generally and in the subjects; 4. The use of appropriate learning technologies

Professional Values: 1. Respect for individual learners

The country/ies to which the symposium presentation relates

This project is relevant to all UK countries or for international ITE institutions. The use and effectiveness of eportfolios and the technology is generic to all countries.

Symposium session 2

C1 – considering the child – Chaired by Melissa Shaw

Room LG105

An analysis of the findings from a Pilot Study carried out in May 2007 across three local authorities in England, to support the PhD research proposal: “To explore the impact of the Every Child/Youth Matters¹ programmes for change on professional practice across the agencies of education, social services, health and youth justice.”

Lead presenter: Christine Hough - University of Cumbria

Aim

To share the processes of the design of a Pilot Study and the analysis of the subsequent research data using analytic tools from grounded theory. Also, to promote inter-professional learning and understanding about the extent to which the findings of the Pilot Study have probed the impact of the ECM/YM programmes on professional practice across the welfare agencies.

Content and hoped for impact on practice

The paper will outline this particular research “journey” from design to the analysis of the research findings. There will be reference to: the political context and background to the Every Child/Youth Matters programme for change and its aims; the construction of the conceptual framework that underpinned the research methodology and the rationale of applying specific tools from the Grounded Theory analysis process. The three hypotheses inducted from the analysis of the research data will also be considered. It is hoped that the key categories and concepts within these hypotheses will stimulate students’ thinking about the aims and outcomes of the ECM programme and the extent to which these affect the achievement of children and young people.

Links to ESCalate themes:

Links to Professional Standards Framework

Areas of activity: 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and Understanding of: 1. The subject material; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice

Countr/ies to which the symposium relates

UK

¹ This paper will focus primarily on the aims of the Every Child Matters agenda, with which the aims of Youth Matters are inextricably linked.

Symposium session 2
C2 – Considering the child
Room LG105

Initial teacher education - a sabre tooth tiger curriculum? (The evolving role of the teacher in children's centres; implications for changes in initial teacher education.) – Chaired by Melissa Shaw

Lead presenters: Anne Renwick, Lin Savage - University of Cumbria

Aim:

Our aim is to 'light the fuse' to inspire educators to instigate change in initial teacher education, for students working with children 0-8. Initial teacher education needs to reflect the developing role of early years' teachers and prepare them for the complexities of leading pedagogy in multi-agency teams within children's centres.

Content

We will present a critical review of recent developments concerning the role of the teacher in children's centres, based on knowledge and experience of working with children's centre practitioners across the NW of England. We will encourage reflection on the key issues related to leading pedagogy in the context of children's centres as well as within schools. We will invite delegates to consider the implications for teacher educators in preparing their own students to: lead pedagogy with children aged 0-8; work with families; influence, manage and support a range of practitioners involved in curriculum delivery and extended services; and work effectively in a multi-agency team. Finally, we will discuss how to prepare students for the emotional issues they may face, such as isolation and retention of their professional identity.

Links to Escalate themes

The pedagogy of teacher education / Interprofessional learning and work (links to ECM and Integrated children's services) /Employability and Employer engagement

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 6. Evaluation of practice and continuing professional development

Core Knowledge; Knowledge and Understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 5. Methods for evaluating the effectiveness of teaching; 6. the implications of quality assurance and enhancement for professional practice

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the symposium presentation relates

Presentation is specific to England because of link to Government Agenda.

Symposium session 2

Room LG201

D1 – Masters matters - **Chaired by Sandra Eady**

From Values to Vocation - The Primary PGCE Masters Modules at St Mary's University College

Lead presenter: Dr Maureen Glackin, Maria James - St Mary's University College

Aim

Some lecturers voiced critical, pedagogical opposition to the imposition of Masters modules. Some students questioned their integrity and value. The process has nurtured and challenged students and lecturers into a growing awareness of themselves as educators and educational theorists, generating theories of practice. 'From Values to Vocation' elucidates this journey.

Content

The symposium will contend that appropriate Masters modules are those that focus on:

- the emergent teacher and not the teacher in practice
- a critical and reflective examination of self and the values that have led one to teaching

The hoped for impact on practice is that these modules will generate:

- a critical stance towards one's own learning as pupil and teacher
- research that is unique to the individual but resonates with and contributes to the academy
- a growing realisation that teachers can exert change in their own classroom and not only influence but also become policy makers

Links to ESCalate themes

Master level initial professional training

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and understanding of; 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. Methods for evaluating the effectiveness of teaching

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the workshop relates

This is the first year that ITT providers have been required to include M level work at postgraduate level for students of Initial Teacher Training. This fulfils the criteria established by the Bologna Declaration (full title: European Higher Education Area. Joint Declaration of the European Ministers of Education convened in Bologna on 19 June 1999) which states that:

Higher education course systems shall be based on two consecutive cycles: the undergraduate cycle, lasting three years, shall qualify students for employment, whereas the graduate cycle shall lead to Master's and/or doctorate degrees.

Symposium session 2

D2 – Masters matters - Chaired by Sandra Eady

Room LG201

Developing the articulation of critical reflection in ITE: writing at Masters' Level.

Lead presenter: Ruth Heilbronn, - Institute of Education, University of London

Other presenters: Shirley Lawes and John Yandell

Aim

- To share and further develop ways of working with trainees, to enable their critical reflection on their practice and its articulation in written assignments.
- To identify emergent issues for further investigation and implementation.

Content and hoped for impact on practice

M level PGCE is a *professional* Masters degree, delivering QTS and Masters' Level credits. Assessed assignments need to enable trainees to both develop and articulate critical, analytic reflection on practice. School-based learning opportunities need to enable M level engagement with theory to enhance and inform professional practice: practice and theoretical elements need integration in written assignments. Two examples are given (MFL and English).

Symposium discussion should identify emergent issues for development of assignments and future course design, leading to an increased understanding of issues and an expanded repertoire of possible assignments and assessment modes, enabling impact on trainees' practice.

Links to ESCalate themes

The pedagogy of teacher education / Masters level initial professional training / Developing assessment and feedback for teacher educators;

Links to Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country to which the symposium presentation

England for the specific context, but the area is of current international interest

Symposium session 2

E1 – Education for Sustainable Development – Chaired by David

Midwinter

Room LG202

Education for Sustainable Development in Primary ITE: exploring and developing understanding through a creative approach

Lead presenter: Pip McCormack - London South Bank University

Aim

There are two aims to this symposium:

- to introduce an integrated approach to embedding Education for Sustainable Development (ESD) into the Primary Curriculum
- to highlight the necessity of providing students with practical opportunities to explore and develop a broader vision of issues related to ESD

Content and hoped for impact on practice

The presentation will look at the outcome of a small scale research project carried out with students on a Primary PGCE course as part of their Art and Design sessions. Students took part in a project which required them to make a short animated film about issues related to ESD. Student's understanding of ESD was reviewed before and after the project. Delegates will be given the opportunity to reflect on their own understanding of ESD and to discuss how this integrated approach could be used as a vehicle to explore student's understanding of ESD and other complex subjects.

Links to ESCalate themes

The pedagogy of teacher education, fostering Creativity within a competence – based policy context

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning

Core knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies

Professional values: 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice.

The country to which the symposium presentation relates

UK – but this subject is relevant to all countries

Symposium 2

E2 - Education for Sustainable Development – Chaired by David

Midwinter

Room LG202

Embedding Education for sustainable development (ESD) /global citizenship (GC) within ITE across UK

Lead presenter: Sally Inman - London South Bank University

Other presenters: Maggie Rogers

Aim

To engage participants in the debates around embedding ESD/GC within UK ITE; to share experiences of CCCI (Centre for Cross Curricular Activities) of developing ESD/GC within ITE; to engage participants in discussion of the capacity of the ESCalate funded UK network to enhance policy and practice within ITE

Content and hoped for impact on practice

The session will comprise:

1. An initial discussion around some of the current policies and debates which relate to our capacity to embed ESD/GC within ITE
2. A sharing of the work we have done through CCCI as an example of one journey across ITE institutions. The work will include subject and course development and research on impact.
3. An opportunity for participants to discuss and share strategies for enhancing policy and practice through the UK network

Links to ESCalate themes

The pedagogy of teacher education / Masters level initial professional training / Supporting new academic staff;

Links to the UK Professional Standards Framework

Areas of activity: 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 5. Methods for evaluating the effectiveness of teaching

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

The symposium relates to ongoing work in England, Scotland, Wales and Northern Ireland as part of the UK network

Symposium session 2

F1 – The Young Child – Chaired by Diane Warner

Room LG004

Investigating language for learning – a collaborative approach in four primary schools

Lead presenter: Sue Hughes - University of the West of England

Other presenters: Jane Andrews and Christine Screech

Aim

To investigate young children's language development using a collaborative approach involving primary school teachers, PGCE trainees and university tutors is the focus for this symposium session. Possibilities and practicalities of using this approach will be explored and learning from each group will be shared.

Content and hoped for impact on practice

Given the acknowledged significance of language use (in both monolingual and multilingual cases) in the learning process (Vygotsky 1986; Wells, 1999; Mercer 2000), we believe that supporting trainee teachers' developing understanding of children's uses of language in their learning is essential. Taking an action research approach we had the following aims for our collaborative research:

1. to investigate our own practice as teacher educators in relation to developing trainees' understanding of the interrelationships between language and learning;
2. to develop trainees' understanding of children's learning through language;
3. to build opportunities for knowledge exchange within the UWE partnership with schools in Bristol.

The session outlines processes and outcomes of our research and ways in which we seek to develop it in future.

Links to ESCalate themes

The pedagogy of teacher education

Links to Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium presentation relates

England

Symposium session 2

F2 – The Young Child – Chaired by Diane Warner

Room LG004

The PGCE Early Years course curriculum that dared to be different

Lead presenter: Dr. Marj Jeavons - University College Birmingham

Other presenter: Helen Williams

Aim

To demonstrate the viability and importance of looking beyond a PGCE Early Years course curriculum headed by numeracy and literacy, by focusing on a themed approach within college and school based teaching and trainee learning.

Content

When initially writing the PGCE Early Years course in 2002 a themed approach was considered more relevant for trainees on an ITT course. The three themes of SEN, ICT and EAL were thought to be the most important elements for anyone intending to enter teaching at the early years level. These three themes were written implicitly into three Masters level modules and explicitly within the programme itself. The first Ofsted inspection castigated the course, but on a recent visit for an SEN (*now LDD*) project, this theme was noted as 'exceptional' and the ICT as 'stunning' on the programme. The approach has produced confident trainees who feel better prepared in these areas for their first teaching appointments.

Links to ESCalate themes

The pedagogy of teacher education / Employability and employer engagement

Links to Professional Standards Framework

Areas of activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student feedback; 5. Integration of scholarship, research and professional activities with teaching and supporting learning

Core Knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 4. The use of appropriate learning technologies

Professional values: 1. Respect for individual learners; 3. Commitment to development of learning communities

The country to which the symposium presentation relates

England

Symposium session 2

G1 – Student perspective - Chaired by Pete Boyd

Room LG102

Student teacher perspectives on the efficacy of a self-assessment communication audit designed to support the development of key communication concepts, dispositions and skills.

Lead presenter: Melanie Wilde - University of Leicester

Aim

The aim is to present the findings of an ongoing piece of work, which investigates the perceptions of 3 successive cohorts of primary PGCE students of a self-assessment communication audit. The focus will be on the interplay between the development of the instrument and the response of the students.

Content and hoped for impact on practice

The content of the symposium will include a brief explanation of the instrument, in terms of its rationale, origins and subsequent development. This will focus on how it is designed to support student learning. Furthermore, how students have perceived the audit over successive evaluations and what they appear to have learnt from it, will be explored. This will lead to a discussion about how feedback from students has affected the development of the instrument. The impact on practice will be discussed by acknowledging the combination of factors, including theory, practice and evaluation of practice that have changed my thinking from supporting the communication capabilities of individuals to supporting the development of social networks and learning communities.

Links to ESCalate themes

The pedagogy of teacher education

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning

Core Knowledge: Knowledge and Understanding of: 3. How students learn, both generally and in the subject

Professional Values: 3. Commitment to development of learning communities

The country/ies to which the symposium presentation relates

England with cross reference to Wales, Scotland, Northern Ireland

Symposium session 2 - Chaired by Pete Boyd

G2 – Student perspective

Room LG102

student2student: A mentoring project within teacher education

Lead presenter: Julia Myers - Sheffield Hallam University

Other presenter: Jane Bartholomew

Aim

To share current developments at Sheffield Hallam University involving final year Early Years and Primary Education students in mentoring first and second year colleagues, supporting them at university and in their preparation for teaching placements. The symposium will reflect on the impact of mentoring for all involved and discuss implications for the future.

Content and hoped for impact on practice

There is currently considerable emphasis on the role of coaching and mentoring in supporting professional development at all stages of teachers' careers. The most recent Standards for QTS specify that the trainee must act upon advice and feedback and be open to coaching and mentoring. At Sheffield Hallam University we have become interested in the role which final year students can play in mentoring colleagues in the first and second year. Online and face-to-face mentoring has provided support for students lacking confidence or knowledge within the university and in preparation for placement. Student mentors have been given the opportunity to take part in training in coaching in order to help prepare them for their mentoring role. Initial findings show that students' mentors appreciate the recognition of their knowledge and experience and regard this opportunity as valuable for their future professional development.

Links to ESCalate themes

The pedagogy of teacher education / Employability and employer engagement: relevance to future employment / Widening Participation - mature students have been particularly interested in being involved as mentors and mentees

Links to Professional Standards Framework

Areas of Activity: 2. Teaching and/or supporting student learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and Understanding of: 1. How students learn, both generally and in the subject

Professional Values: 1. Respect for individual learners; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 6. Commitment to continuing professional development and evaluation of practice

Country/ies to which the symposium presentation relates

England

Symposium session 2

H1 – And after training ... Chaired by Patrick Smith

Room LG104

NQT quality improvement Study: Initial findings from surveys of NQTs and Senior Leadership Teams

Lead presenter: Patricia Young - Sheffield Hallam University

Aim of symposium

To discuss early findings from TDA funded research to consider how NQTs are attracted, supported and retained and the effectiveness of recruitment, induction and development processes within schools. These findings consist of an 'environment map' from the perspective of senior Leadership Teams and NQTs

Content and hoped for impact on practice

Background of the project- Government has identified issues with teacher supply: perception of variable NQT quality from alternative routes into profession; retention and recruitment issues in some subject and geographic areas; perception that teachers fail to develop their knowledge and skills in order to sustain high quality teaching.

Will discuss project methodology consisting survey and case study interviews and longitudinal element

Presentation of stage 1 findings

SLT survey & NQT survey

How this feeds into Stage 2 (longitudinal surveys)

Impact on practice- This symposium will inform Initial Teacher Educators, NQTs, school managers, and help promote the research

Links to ESCalate themes

Employability and employer engagement

Links to Professional Standards Framework

Areas of Activity: 6. Evaluation of practice and continuing professional development

Core knowledge: 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the symposium presentation relates

England (may also inform policy and practice in other UK countries and abroad)

Symposium session 2

H2 - And after training ... Chaired by Patrick Smith

Room LG104

Deconstructing the values of beginning teachers in Norway, Germany and England

Lead presenter: Gerry Czerniawski - University of East London (School of Education)

Aim

This paper explores the value positions and perspectives that newly qualified teachers in three national contexts have identified as central to their professional identity. The paper is based on a grounded analysis of interview data with thirty-two teachers from Norway, Germany and England as they moved through the process of becoming teachers from the end of their teacher training courses into the first two years as qualified teachers.

Content and hoped for impact on practice

Three groups of teachers (thirteen Norwegian, ten German and nine English) have been interviewed three times during the course of two years making a total of ninety-two interviews. Throughout these interviews we see how the dominant values in these different societies that construct the role of the teacher are then played off against the individual values of teachers as they gain experience. The analysis that has been generated from this research can be used to inform the work of those who are concerned to support the socialisation of new teachers into the profession. Knowledge of the challenges faced by teachers new to the profession can therefore offer guidance not only for induction but also for initial teacher education, thus improving the preparation of teachers in coping with their first year of teaching. There is an understandable tendency for teachers to concentrate on their own policy setting and on their own institutional locations. Sharing the experiences of teachers who do similar work but in different settings helps produce a more complex, sophisticated and nuanced understanding of what it is to be a teacher.

Links to ESCalate themes

The pedagogy of teacher education / Supporting new academic staff

Links to Professional Standards Framework

Areas of activity: 4. Developing effective environments and student support and guidance: 5. Integration of scholarship, research and professional activities with teaching and supporting learning: 6. Evaluation of practice and continuing professional development

Core knowledge: Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme: 5. Methods for evaluating the effectiveness of teaching

Professional values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice: 3. Commitment to development of learning communities: 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity: 5. Commitment to continuing professional development and evaluation of practice.

The country/ies to which the symposium relates

The paper is part of a comparative cross-national study of newly qualified teachers in Norway, Germany and England.

POSTER PRESENTATIONS

1. PRISTINE: Primary Student International Experience

Janet Streeter & Veera Frondelius - University of Cumbria, Faculty of Education

Aims of the Poster

PRISTINE is a Leonardo da Vinci-funded EU project, which is funding experiential placements abroad for 50 Primary QTS students this academic year. The poster aims to present the Leonardo project, its objectives, partners and outcomes with a view to ITE staff considering how such student experience could impact on their own programmes.

Content of the poster and hoped for impact on practice

PRISTINE is a student mobility project that enables Primary students to spend three weeks on placement in another EU country. The project, involving a range of teacher training and school partners in seven countries, builds on the previous PLAYTEC projects that have run for the past 4 years. The poster will provide a flavour of the project partners and activities and will also focus on the outcomes for our students in terms of the impact on themselves, their professional lives and their practice. We are keen to hear from staff who are interested in extending our work with this network of schools/training institutions with a view to undertaking action research and other activities.

Links to ESCalate priority themes

The pedagogy of teacher education / Masters level initial professional training / Widening Participation / Fostering Creativity within a competence-based policy context

Links to the UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and understanding of: 1. The subject material; 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 4. The use of appropriate learning technologies; 5. Methods for evaluating the effectiveness of teaching

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The Country/ies to which the poster relates

England, Finland, Germany, Hungary, Netherlands, Poland, Spain and Sweden

2. Emotional issues in education: reframing learning theory through participatory action research

Jennifer Hawkins - PhD by research (submitted) - Manchester Metropolitan University

Aim of poster

The aim of the poster is to illustrate the use of participatory action research in education and to disseminate a brief outline of the findings of my thesis. The data obtained in the elusive field of emotional intelligence and feelings within learning processes is also likely to be of interest to teachers, teacher trainers and policy makers.

Content and hoped for impact on practice

U. K. government initiatives (Every Child Matters 2006) state that the emotional well-being of children strongly influences their learning at school. This research records teenage school refusers' (phase 1) and primary pupils' (phase 3) feelings about learning. It also records the feelings of teachers about teaching (phase 2). This research poster shows the value of collecting feedback in participation with others, and gives an overview of the findings with pupil and teacher comments.

Links to ESCalate themes (please write in):

Links to Professional Standards Framework

The research method and findings disseminated in my poster are particularly appropriate to researching in current complex contexts in education in the following areas.

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 3. Assessment and giving feedback; 4. Developing effective environments and student support and guidance; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge; Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 5. Methods for evaluating the effectiveness of teaching; 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity; 5. Commitment to continuing professional development and evaluation of practice

The country to which the poster relates

United Kingdom

3. The process of changing identity: Pit-stops and Magic Moments of New Teacher Educators

Elaine Batchelor and Carmen Mohamed - University of Leicester, School of Education

Aim of poster

- To show reflections on our personal professional journeys since joining HE.
- To show a visual timeline of events that suggests similarities and differences in the first six months of two New Teacher Educators.
- To raise questions about what support new academic staff need in order to function successfully as teacher educators.

Content and hoped for impact on practice

We are deconstructing and reconstructing our identities as new teacher educators through collaborative talk and self reflection. The development of our new identity incorporates the integration of scholarship, research and the professional activities of teaching and supporting learning. We have mapped our professional and personal experiences using the qualitative data from professional reflections written for the Post Graduate Certificate for HE, transcripts from interviews held with peers who are researching Identity Change and self documented critical incidents, This data is presented as a visual timeline indicating magic moments for a self perceived positive event and pit stops for events that have hindered or negated change. One direct impact from our self reflection on practice has been the joint writing of this poster to share within the research community.

Links to ESCalate priority themes

Supporting new academic staff

Links to Professional Standards

Areas of Activity: 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and understanding of: 6. The implications of quality assurance and enhancement for professional practice

Professional Values: 2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice; 5. Commitment to continuing professional development and evaluation of practice

The country to which the workshop relates

UK

4. Using Q: a methodology to explore teacher education

Neil Herrington - University of East London

Aim of poster

To demonstrate the ways in which Q methodology has been used in educational research and to suggest ways in which this may be extended into the exploration of initial teacher training and its related disciplines.

Content and hoped for impact on practice

The poster will give a brief overview of Q methodology - which considers data in terms of 'self-reference' treating this data as the individual's whole pattern of responses as opposed to looking for patterns item by item or test by test *among* people. This will continue with examples of how this approach has been utilised in a range of areas, including education. The final section of the poster will make some suggestions as to how the approach might be used to bring a fresh view on areas of teacher education and invite an ongoing dialogue through website contact

Links to ESCalate priority themes

Masters level initial professional training / \Supporting new academic staff

Links to UK Professional Standards Framework

Areas of Activity: 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core Knowledge: Knowledge and understanding of: 1. The subject material; 5. Methods for evaluating the effectiveness of teaching

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice

The country/ies to which the poster relates

The examples used will be international and the scope of the methodology is likewise.

5. Ways of working with a school science technician during teacher practice: perceptions of trainee science teachers.

Elaine Batchelor - University of Leicester, School of Education

Aim of poster

To visually represent the responses from trainee science teachers as they reflected on their ways of working with science technicians during their two teaching practices over the year 2006 - 07. It illustrates similarities and differences in the time and content of their interaction.

Content and hoped for impact on practice

Extracts from four questionnaires completed by eleven science trainees exemplify what they thought technicians did before they went on their first placement, what they talked about during teaching practice and induction days and the time they spent with a technician. Quotes from reports written by school based cotutors (mentors) provide supporting evidence on what they talked about and their ways of working together.

The impact on my practice as a new Science PGCE Coordinator relates to providing activities during university sessions on learning to work with technicians. Future training events to support school technicians are being planned.

Links to ESCalate priority themes

The pedagogy of teacher education

Links to Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities; 2. teaching and supporting student learning

Core knowledge: knowledge and understanding of: 3. How students learn

The country to which the poster relates

England and relevance beyond

6. Europrof: The European Foreign Language Teacher Professional Profile and Portfolio

Martin Watts, Anna Bartrum, Janet Streeter & Modern Languages PGCE students - University of Cumbria

Aims of the Poster:

Europrof is a three-year EU project, which aims to develop a new professional profile for the foreign language teacher in Europe. This includes two-week Secondary PGCE student placements abroad during which the participants follow didactic and intercultural modules. The poster aims to disseminate the student experience during this time and encourage others to consider including an international dimension in their programmes.

Content of the poster and hoped for impact on practice

Europrof, which is in its second year, involves teacher trainers from 8 partner institutions, Secondary ITT students and teachers in host schools. Project activities and products include a comprehensive mapping of foreign languages ITT in the partner countries, a web-based learning community and didactic and intercultural modules for student teacher mobility. One of the student tasks on their return from their placement abroad involves presenting their experience to ITE colleagues and exploring how it has influenced their own professional development. A poster provides an excellent vehicle for this and will be key to the students' evaluation of their experience abroad.

Links to ESCalate priority themes:

The pedagogy of teacher education / Masters level initial professional training / Widening Participation / Fostering Creativity within a competence-based policy context

Links to the UK Professional Standards Framework

Areas of Activity: 1. Design and planning of learning activities and/or programmes of study; 2. Teaching and/or supporting student learning; 5. Integration of scholarship, research and professional activities with teaching and supporting learning; 6. Evaluation of practice and continuing professional development

Core knowledge; Knowledge and understanding of: 2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme; 3. How students learn, both generally and in the subject; 5. Methods for evaluating the effectiveness of teaching

Professional Values: 1. Respect for individual learners; 2. Commitment to incorporating the process and outcomes of relevant research scholarship and/or professional practice; 3. Commitment to development of learning communities; 5. Commitment to continuing professional development and evaluation of practice

The country/ies to which the poster relates

Austria, Denmark, France, Iceland, Italy, Lithuania, Poland and England

7. Writing Frames and Priming for “How Science Works”

Andy Edwards - University of Leeds

Aim of poster

The use of levelled writing frames to support scientific sentence construction with an accent on Assessment for Learning.

Using writing frames as early as KS2 will underpin the skills and language consistent with KS3 and KS4 “How Science Works”, while also supporting non-specialist science teachers in primary schools.

Content and hoped for impact on practice

To demonstrate how writing frames can be developed which allow pupils to assess their own science investigation skills and their ability to use technical writing when recording their work and reporting writing. This allows students to be primed for later Key Stages with the skills required for “How Science Works” and also presents the opportunity to differentiate where the scaffolding may be removed or added to, as required.

Finally, levelled writing frames also offer non-specialist teachers the support and the confidence to assess scientific investigation skills and scientific report writing.

Links to ESCalate priority themes

The pedagogy of teacher education – specifically Pedagogy in Science Education - Professional Skills such as Assessment Strategies and Professional Knowledge and Understanding including Effective Personalised Provision.

Link to UK Professional Standards Framework

The country/ies to which the workshop relates

Relevant to all other UK and international countries