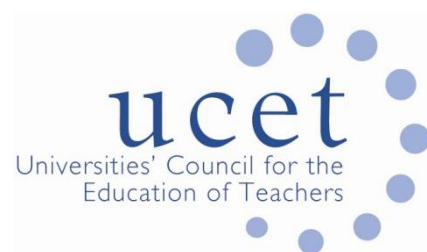


UCET ANNUAL CONFERENCE 2025

How could teachers and teacher educators develop as inquiring professionals?



Tuesday 11th November

9:00 – 10:00	ARRIVAL and REGISTRATION	
10:00 – 10:10	PLENARY: Welcome and Introduction – Stefanie Sullivan, UCET Chair	
10:15 – 11:00	KEYNOTE ADDRESS – Anne Phelan (University of British Columbia, Canada): An ethic of inquiry for teacher education	Ballroom
11:10– 12:10	SESSION BLOCK A	
A1	Andrew Clapham (Nottingham Trent), Linda La Velle (Bath Spa), Katie Lonsdale (NTU) and Ruth Richards (NTU): Exploring teacher education and the Research Excellence Framework	John Charles 1
A2	Jo Baynham (MMU): What professional knowledge do student geography teachers need to know?	Wharfedale
A3	Bronwyn Maxwell (Sheffield Hallam): The experience of becoming a teacher in the English Further Education sector: insights for research-informed teacher education	Bramhope
A4	Rhys Jones, Yvonne Ward, Mikaela Nugent-Jones (Liverpool Hope): Supporting staff wellbeing: navigating challenges and fostering supportive approaches	Pateley
A5	Hannah Pope and Chloe Hindmarsh (SHU): Bearing the unbearable: developing as an inquiring professional through the death of a pupil during Initial Teacher Training	John Charles 3
A6	Lizana Oberholzer (Wolverhampton) and David Littlefair (Northumbria): A critical exploration of research undertaken to investigate the marginalisation of teacher educators in Higher Education	Ark Royal
A7	Sarah Trussler and Louise Whitfield (York St John): ITE student teacher journeys from interview to end of Year 2: the developing reflective professional	John Charles 2
A8	Kathryn Broom (Southampton): From UCET inspiration to first conference presentation: exploring simulation based learning as an early-career ITE practitioner	Linton
A9	Eddie Carline (Wolverhampton): Researching your RICHness: using soft systems methodology to scaffold realistic teacher training	Rochester
A10	Stefanie Sullivan & Claire Clemmet (Nottingham): How can we support university-based teacher educators' professional development	Ballroom
A11	Lorraine Smith and Michelle Best (Greenwich): Creating inquiry-rich teacher education: leading or being led	Charlotte
A12	Eleanor Milligan (UEA) and Viki Veale (St. Marys): Developing as inquiring professionals through professional networks and communities of practice	Airedale
12:15 - 13:25	LUNCH	
13:30 – 14:15	KEYNOTE ADDRESS – Rupert Knight (Nottingham): Teacher educators as knowledge brokers: reclaiming a space for professional knowledge	Ballroom
14:20 – 15:20	SESSION BLOCK B	
B1	Jenny Wynn (Oxford): Threshold concepts: engaging all ITE stakeholders in collaborative curriculum research	Pateley
B2	Abi Schwarz (Liverpool Hope): Reflection to collaborative approaches to mentoring as part of the quality requirements in ITE	Airedale
B3	Sarah Steadman and Simon Gibbons (KCL): Examining the role of teachers in the promotion of post-16 English Literature	John Charles 1
B4	Abbie Cairns (University Center Colchester): Becoming an inquiring professional in FE: mapping identity, practice and purpose	Bramhope
B5	Catherine Langridge (Edge Hill): Understanding the barriers: what does the data tell us about the persistent inequalities in educational and social outcomes for children in care?	Wharfedale
B6	Naomi Knott and Julie Wilde (Wolverhampton): LSRN Black Country Colleges Research Network - making space for collaborative research networks across 5 black country colleges	Linton
B7	Tanya Ovenden-Hope (Plymouth Marjon): From Framework Compliance to Professional Inquiry: How Mentor Expertise Transforms Standardised ECF Content into Contextualised Teacher Development	Ballroom
B8	Polly Herbert and Sinead Kennedy (Brighton): On not being a tree: an exploration of trainee teachers implementing creative practices in English teaching in the primary classroom	Charlotte
B9	Keith Parker (York St John) and Lisa Murtagh (Manchester): Writing for the UCET Teacher Education Blog (collaborative workshop)	John Charles 2
B10	Balbir Kaur (Nottingham), Lyndsay Muir (Lincoln Bishop), Alison Wiggins (UCL), Emily Sayers (Canterbury), Gary Pykitt (BCU) and Anjali Shah (Chester): Inquiry as resistance: teachers and educators as agents of social change	Ark Royal
B11	Sally Burtonshaw (Public First) and Pip Sanderson (National Institute of Teaching): Tackling conspiracy beliefs, misinformation and disinformation in the classroom: the challenge and the role of teachers	Rochester

B12	Alison Griffiths, Deb Garcia, Megan Stephenson, Jo Hopton (Leeds Trinity) and Vicky Lunniss (Bradford College): reimagining partnership in initial teacher education: a provocation for the future	John Charles 3
15:25 – 16:10	KEYNOTE ADDRESS – Trevor Mutton (Oxford) & Jo McIntyre (Nottingham): A profession-led vision for high-quality ITE in England	Ballroom
16:15 – 16:40	TEA/COFFEE	
16:45 - 17:45	SESSION BLOCK C	
C1	Rachele Newman (Southampton): Connecting teachers and researchers in a community of practice: the creation of ERPN	John Charles 3
C2	Jemima Davey & Jane Chambers (St Mary's University): Exploring the influence of being an 'expert colleague' on the self-efficacy of school-based teacher educators	Ark Royal
C3	Miles Berry (Roehampton): Teacher Education and AI	Pateley
C4	Ronald Mazorodze (London Metropolitan) and Gorana Henry (UCL): Placement contexts and trainee wellbeing: insights from teacher educator inquiry	Rochester
C5	Ian Needham (Leeds Trinity): Signature pedagogy ITAP	Linton
C6	Bethany Kelly (Buckingham): The disappearing identity of the teacher educator	Airedale
C8	Kevin Ardron (Northumbria): Classrooms for climate justice: inquiry graphics and dialogic pedagogy in justice-oriented approaches to climate education	Charlotte
C9	Roger McDonald and Seraphina Simmons-Bah (Greenwich): Implementing change for race equity in partnership: co-creating a culture of inquiry between initial teacher educators and early years educators	John Charles 2
C10	Suzanne Brown (SHU): Supporting colleagues and trainees with regard to their communications around (peri) menopause	Wharfedale
C11	Jane Collins and Brian Rock (York St. John): An evaluation of the YSJ ITE partnership mentor training and professional development programme: promoting mentor autonomy, critically and professional agency	John Charles 1
19:15 – 20:00	Have a drink with James – sponsored by Mosaic	
20:00 – 21:30	DINNER, followed by entertainment – Madness tribute	Ballroom

Wednesday, 12th November

From 6:30	BREAKFAST	
9:15 – 10:00	KEYNOTE ADDRESS – Daniel Muijs (Queen's University Belfast): Evidence-based practice in education: where are we now and where are we going?	Ballroom
10:00 – 10:25	TEA/COFFEE	
10:30 – 11:30	SESSION BLOCK D	
D1	Sarah Chicken & colleagues (UWE): Researching with teachers: teacher educators and ITE students to explore participatory pedagogic practices in schools	Rochester
D2	Diane Swift (OU): Empowering pedagogic practice and pedagogic reasoning	Airedale
D3	Caroline Elbra-Ramsey (York St John): Back to the chalkface: a professional reawakening through the lens of self-determination	Charlotte
D5	Lisa Gentle (Norland College), Jon Reid (Oxford Brookes), Jane Bradley (Newman) and Andy Bloor (Derby) co-presenting our session on behalf of the Attachment Research Community (ARC): How can teachers and teacher educators become inquiring professionals in supporting attachment and trauma informed approaches in the classroom	Ballroom
D6	Natalie Rankin and Amy Porter (Roehampton): Supporting vulnerable students through ITE Courses (reasonable adjustments and caring responsibilities)	Linton
D7	Helen Bowhay (Nottingham): Unearthing structures, amplifying voices: a critical realist inquiry into the lives of autistic teachers	Wharfedale
D8	Sarah Telfer (Greater Manchester): What's your story? storytelling as an authentic tool for assessment in Initial Teacher Education	Pateley
D9	Caroline Smart & Jenny Kurobasa (SHU): Developing inquiring professionals through the Hallam Teacher Hallam Mentor model	John Charles 1
D10	Clare Brooks (Cambridge): Preparing teachers to prepare young people for the world in 2050: a different vision for teacher education	Ark Royal
D11	Salik Miah and Evan McCormick (Leeds Trinity): Interpreting professionalism beyond the ITTECF: insights from two trainee teachers on their first school experience	John Charles 3
D12	Ami Montgomery and Matt Dunn (Lincoln Bishop): Voicing inclusion: embedding critical oracy in Initial Teacher Education	John Charles 2

11:35 - 12:10	KEYNOTE ADDRESS – Caroline Daly (UCL IOE): Being 27th out of 27: Young people, new teachers and why we inquire	Ballroom
12:15 – 13:25	LUNCH	
13:30 – 14:30	SESSION BLOCK E	
E1	Lauren Mura (Edge Hill) and Rory McDonald (Gatsby Charitable Foundation): The Industry Associate Project: bridging education and industry to address Further Education teacher shortages	Ark Royal
E2	Jaswinder Dhillon (Worcester, and UCET travel scholarship winner): Becoming inquiring professionals: reflections of teacher educators in India	Wharfedale
E3	Estelle Damant, Karl Brennan & Ash Casey (Loughborough): Thriving over surviving: adopting a strengths-based approach to student teacher wellbeing	Pateley
E4	Alex Booth (Nottingham): Promoting teacher agency in an age of instrumentalism and performativity	Airedale
E5	Anne Kellock, Helen Sheehan and Catherine Hathaway (Sheffield Hallam): Intensive Training and Practice (ITAP) part two: reflections	John Charles 1
E6	Isabelle Schafer (Worcester): Do you understand where I am coming from? let's talk about accents	Linton
E8	Jude Penny (South Wales): Becoming philosophical student teachers	Rochester
E9	Laura London (UEA) and Victoria Crooks (Nottingham): Mentoring as a lever for subject-specific professional learning: insights from a case study of three subject-specific HEI ITE partnerships	John Charles 2
E10	Frank Su (Liverpool Hope) and Margaret Wood (York St John): Overcoming the 'culture shock', breaking down barriers and creating institutional conditions to develop teacher educators' research capacity in higher education	John Charles 3
E11	Andy Howes (Manchester): Lead mentors and the subversive habit of enquiry: creating space for wider conversations in ITE	Ballroom
E12	Lucy Hoyes & Kate Freeth (Southampton): Enhancing inclusive practices in Initial Teacher Education through digital stories	Charlotte
14:35 - 15:05	TEA/COFFEE	
15:10 - 16:10	SESSION BLOCK F	
F1	Suzanne Swan (BCU): Potential integration of Generative AI (GenAI) tools within our teaching and learning practices	John Charles 3
F2	Kelly Davey-Nicklin (BCU): 'Mentor mindlines' – An investigation into the nature and mobilisation of tacit professional knowledge between trainee teachers and school-based mentors in Initial Teacher Training and Education	Linton
F3	Alex Ford (Leeds Trinity): Learning through liminality: supporting trainee teachers to develop long term autonomy by embracing complexity	Pateley
F4	Karen Killkeny & colleagues (Manchester): Pre-service teacher use of AI within their teaching placements	John Charles 2
F5	Leila Walker, Karan Vickers-Hulse and Tessa Podpadec (UWE): Developing competent and confident professionals through social and emotional learning (SEL) and inquiry-based practice	Charlotte
F6	Mari Jo Valentine (Kingston): An inquiry-based approach to safeguarding with ITE trainees	Airedale
F7	Rachele Newman and Lucy Hoyes (Southampton): "It is so important that trainees understand how to plan. Many of them do not": mentor conceptions of lesson planning	Rochester
F8	Juliette Claro, Rob Campbell (St Mary's, Twickenham) and Philippa Baker (Nottingham Trent): Supporting international trainee teachers in education: challenges and opportunities – insights from the UCET Special Interest Group	Ballroom
F9	Aimee Quickfall (Leeds Trinity): Academics in ITE Research Group – the story so far and opportunities 2025– 2028	Ark Royal
F10	Keith Parker (York St John) and Lisa Murtagh (Manchester): UCET Teacher Education Blog 2 nd workshop – a practical session for writing for the blog	Wharfedale
F11	Philippa Huynh, Robert Caudwell (Penrose Education) and Chloe Hindmarsh (SHU): How technology can be used to support closer collaboration between University and SCITT providers	John Charles 1

For more information about session content, please scan this QR code:

