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Teacher Education Advancement Network

TEAN Conference 2024 Abstracts

This is a large document with full conference abstracts – DO NOT PRINT!

Use the hyperlink below to go to the 'at a glance' conference programme

Use author names or keywords or the presentation code number to search for specific abstracts

- Welcome and TEAN Committee: Pages 2 to 3
- Programme Overview with dates and times and rooms: Page 4
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concerns, take creative and social action and develop confidence for present and future agency. This is in the belief that establishing early life connections with ecological surroundings is significant given that, as bell hooks (2009) states, 'estrangement from our natural environment is the cultural context wherein violence against the earth is accepted and normalized'.

This session will showcase the interdisciplinary ecopedagogies used in teacher education at Middlesex and evaluate the impact these have on beginning teachers and their present and future pupils.

Key References

hooks, bell. (2008). *Belonging : A Culture of Place*. New York: Routledge.

Kahn, R. (2010). *Critical pedagogy, ecoliteracy, and planetary crisis: The ecopedagogy movement*. New York: Peter Lang.

Misiaszek, G. W. (2020). *Ecopedagogy: Critical Environmental Teaching for Planetary Justice and Global Sustainable Development*. London: Bloomsbury.

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

Pippa Leslie¹, Janet Cochrane², Deborah Heck², Ann Robertson², Karyn Smith², Margaret Marshman²

¹University of Cumbria, Lancaster, United Kingdom. ²University of the Sunshine Coast, Queensland, Australia

This paper has its origins in our membership in an ITERC Biesta reading group collaboration, centred around discussions of Gert Biesta's (2022) book, 'World-Centred Education'. As academics working in teacher education across Australia and the UK, our collective examination of Biesta's idea of 'pointing' has reshaped our professional outlook, steering us away from the conventional pursuit of a secure, predictable education system (Biesta, 2014) towards one that acknowledges the inherent complexity and risk of treating students as subjects rather than objects. Our reading group provided a forum to resist the normative, controllable aspects of academia and, instead, promote a collaborative exchange of ideas, in line with Lewis's (2020) advocacy for study groups.

Our work emphasises 'pointing' as teaching that prioritises methodology over educational goals and objectives. 'Pointing' holds a moral dimension, calling educators to exercise their professional judgments regarding what students might find understandable, appropriate, and connectable to their lives (Biesta, 2022). The reading group allowed us to reconsider our own practices as we delved into Biesta's belief that educators should (re)direct students' attention (by pointing) to the (potential) embrace of their subjectivity in the world. Our discussions also addressed the ethical obligations of truth, respect, and liberty that ensue from framing teaching through the lens of communication rather than control, and considered ways we might shift our educational practices to prioritise practical judgement and wisdom over control and measurable outcomes.

Our presentation will share how our commitment to 'pointing' provides a canvas for us to rethink our educational roles, challenging the predominant education paradigms centred on control, outcomes, and techniques. As educators our roles include: tutoring, course coordinating, advising and supporting school

leaders, and influencing education policy. In sharing our work as educators embracing this shift, we highlight the significance of 'pointing' in fostering educational experiences that resonate deeper than policy directives. Through exploring the 'beautiful risk of education' (Biesta, 2014), we are challenging ourselves to embrace inherent unpredictability as not just an integral part of the educational process but also as an opportunity for educator autonomy and agency. This risk becomes the very element that injects meaning into education and empowers us as educators to act as public intellectuals (Heck, 2022), influencing education beyond the confines of policy implementation. We seek to inspire a renaissance of the educator's role, one that transcends traditional constraints and reimagines the impact of our practice in the broader educational landscape.

Key References

Biesta, G. (2023). Outline of a theory of teaching: what teaching is, what it is for, how it works, and why it requires artistry. In *Theorizing teaching: current status and open issues* (pp. 253-280). Springer International Publishing.

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Heck, D. (2022) Teacher educators as public intellectuals: exploring possibilities, *Asia-Pacific Journal of Teacher Education*, 50(2), pp. 118-129.

Lewis, T. E. (2020). Profaning the university apparatus: A plea for study groups. In Hodgson, N., Vlieghe, J. and Zamojski, P. (eds.), *Post-critical perspectives on higher education: Reclaiming the educational in the university* (pp. 133-143). Springer International Publishing.

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

Cath Jones, Lisa Taylor University of South Wales, Newport, United Kingdom

The paper surfaces experiences, strengths, and challenges of partnership working from the perspective of higher education institutions (HEIs), schools, initial teacher education (ITE) students, and other stakeholders.

As in other countries, ITE partnerships in Wales have undergone significant changes through a new model of accreditation. From an international perspective, the type of cooperation between schools and universities that takes place in Wales is ambitious and innovative. Numerous programmes run by individual universities involve collaborations of a similar nature (see Burn and Mutton, 2015); however, the Welsh system represents the first instance of a country as a whole adopting this approach and enshrining it in legislation (Furlong, 2020:38). The new way of working has encouraged us to think about: the implications of education policy and government expectations, our identities; our roles; how we engage with collaborative professional learning and practitioner education; the challenges of partnership working, what impacts upon the partnership and how we address issues together. Adams (2023) and Biesta (2006) consider the importance of agency and central to this paper is the discussion about creating a brave space for critical conversations. Authentic collaboration and joint accountability are both challenging and rewarding, and require on-going reflection, monitoring, evaluation, and development

We have used participatory rich pictures to explore our partnership working allowing different stakeholders to safely voice their views. The investigation of partnership working is built on the premise that collaboration is