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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
- The Venue – map: Page 5
- TEAN Sponsors – Mosaic, NASBTT, Critical Publishing: Pages 6 and 7
- [Programme 'At a glance' with presentation titles: Page 8 to 11](#)
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- Pre-conference Workshops – abstracts: Pages 20 to 24
- Workshop and Round Table Discussions – abstracts: Pages 25 to 37
- Evaluation and Research Presentations – abstracts: Pages 37 to 112

Hamel, C. and Viau-Guy, A. (2019) 'Using video technology to support teachers' reflective practice: A literature review', *Cogent Education* 6(1).

McCullagh, J. (2021) *Using Digital Video in Initial Teacher Education*. St Albans, UK: Critical Publishing Ltd.

Sablić, M., Miroslavljević, A. and Škugor, A. (2021) 'Video-based learning (VBL) - Past, present and future: an overview of the research published from 2008 to 2019', *Technology, Knowledge and Learning* 26: 1061-1077.

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

Pippa Leslie, Phil Wright University of Cumbria, UK.

Defining the nature of 'ability' is complex, and the use of the term in relation to children's learning and grouping has been a sustained and contested focus of research (Yarker, 2011; Marks, 2013; Education Endowment Foundation, 2018). Previous research has also suggested that learner's beliefs about their own 'ability' can impact on learning behaviours (Dweck and Yeager, 2019), and that social interactions of the classroom influence this (Leslie, 2022). Understanding student perspectives is important when developing trainee teachers' knowledge about such complex concepts. The purpose of this study was therefore to gain understanding of student perceptions in relation to concepts of 'ability' and capability to inform programme design. This study considered students to be an expert source of information about their own experience (Patton, 2015). It sought to rigorously analyse student perspectives on ability and capability and how they consider they have been developed/influenced by their own experiences and observations of teaching and learning. It asked what students' perceptions were and what experiences had influenced their views. It aimed to particularly investigate how they related this to academic 'ability' and the organisation of grouping in classrooms. Data generation included an online survey of a large purposive sample of student teachers, followed by interviews with a convenience sample of six respondents who were willing to volunteer and were available for interview. The study was conducted with fifteen student groups across three of the University's campuses and satellite school-based training provision. A combination of qualitative methods ascertained depth and rich data pertinent to curriculum planning in this specific cohort and transferable to other contexts. Likert scale prompt survey questions, drawn from previous studies, were combined with open prompt free text and interview questions informed by a theoretical framework relating to the concept of 'ability'. During data generation, an interpretative phenomenological analysis approach has been an iterative process, creating a hierarchy of conceptions and understand the influences of lived experience on perspective. Findings point to student perspectives being bounded by their own personal learning experiences, despite acknowledgement of other contextual factors, which often led to incongruent statements of current understanding. Further to this, notions of intelligence were constructed in relation to speed of recall or processing, as well as proof of intelligence or 'ability' only being made manifest through examination outcomes. This presentation probes further into nuances and contradictions that emerged to discuss full implications of findings for programme design.

### **Key References**

Dweck, C. and Yeager, D. (2019) 'Mindsets: A view from two eras', *Perspectives on Psychological Science*, 14(3), pp. 481-496.

Leslie, P. (2022) 'Growth Mindset, dialogue and Philosophy for Children', in Cooper, H. and Elton-Chalcraft, S. *Professional studies in primary education*. 4th edn. London: Sage, pp. 265-285.

Marks, R. (2013) 'The blue table means you don't have a clue': The persistence of fixed ability thinking and practices in primary mathematics in English schools', *Forum: For Promoting 3-19 Comprehensive Education*, 55(1) pp. 31-44.

Patton, M.Q. (2015) *Qualitative research & evaluation methods: Integrating theory and practice*. 4th edn. Thousand Oaks, CA: Sage.

Yarker, P. (2011) 'Knowing your mind: Teachers, students and the language of ability', *FORUM: for promoting 3-19 comprehensive education*, 53(2) pp. 225-234.

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

**Adrian Copping** University of Cumbria, UK

The Department for Education (England and Wales) has stated that from September 2024, Initial Teacher Education programmes must contain 20 days (postgraduate) and 30 days (undergraduate) of Intensive Training and Practice (ITAP). The aim, as Hewitt (2023) outlines is to intensify the focus on specific areas of pedagogy and strengthen the link between evidence and classroom practice. The National Institute of Teaching undertook a pilot project (2022-23) with four providers of Initial Teacher Education exploring the effectiveness of the ITAP approach to develop student teacher learning. This was evaluated by Marshall et al (2023) from Oxford MeasurEd. The findings related ostensibly to the design and management of the ITAPs and presented clear advice to providers.

This paper reports on emerging findings from an ongoing small-scale enquiry, exploring the influence of the proposed ITAP structure (Introduce, analyse, prepare, enact, assess) on student teachers' understanding and later enactment of pivotal pedagogies. Meijer et al (2011), cited by Allen and Wright (2014) highlight what they term a huge disparity between what is taught in teacher education programmes and what happens in the workplace. Therefore, this gulf can often be a barrier to effective practice enactment.

For this enquiry, as part of their programme, postgraduate primary students engaged with input on a key pedagogy per week (managing behaviour, adaptive teaching, assessment for learning, planning units of work). The following two days were in practice with focused tasks to contextualise the input, the fourth day involved a reflective, independent task. Focus group discussion with participants followed each four-day process. This was followed up with classroom observation of participants in assessed school placement and subsequent interview discussing the influence of the four-day process on enactment. Interviews also explored the influence of contextual factors on enactment. Early findings suggest that centre-based input does provide important frames of reference that help navigate the complexity of classroom interactions. Findings also suggest that where school ethos and aligned pedagogy coheres with centre-based input, student teachers are more easily able to occupy the 'third space' (Daza et al 2021) and adopt the hybrid role of learner and teacher more effectively.

The enquiry aims to understand effective ways to implement the proposed structure and provide context-based evidence to support preparation for new teacher education programmes from September 2024.

### **Key References**