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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
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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.

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

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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**

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## **Presentation 29: Combining the science and psychology of learning to promote learner agency – starting with self-assessment?**

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The doctoral study at the heart of this session adopted principles from critical pedagogy (Freire, 1972) to engage teachers in consideration of fixed ability grouping and its reported effects. It sought to offer teachers time and space to explore alternatives to fixed ability grouping. Teachers self-selected onto the project and engaged with two sessions of CPD focussed on Pedagogy for Transformability (PFT) (Hart et al. 2004) – a framework based on core principles of Trust, Co-agency and Everybody. It seeks to enhance children's self-concept and efficacy in learning.

The current drive in Initial Teacher Education is to base all training in the science of learning and how the brain works – not forgetting the constant focus and emphasis on curriculum knowledge – almost to the exclusion of the psychology of learning. Consequently, teaching is increasingly being reduced to a formulaic and instrument endeavour, evidenced through the proliferation of schemes of learning delivered through a series of transmissive, teacher directed slides.

This transmissive approach is commonly seen in mathematics, where mastery resources utilise much of what is known about brain function in the learning process and breaks concepts down into small, carefully sequenced steps, presented through pictorial representations. It seeks to move all children's learning forward at the same pace and is founded on the principle that all children are capable of learning mathematics. However, challenges in developing children's sense of self-concept and self-efficacy, to support their developing mathematical and learner identities, are ignored.

Teachers in this study explored adjustments to their practice on a half-termly basis before sharing their observations and reflections in focus group discussions, over three different cycles. The study concluded with an interview which provided participants the opportunity to share any new or adjusted practices and