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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

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- Programme Overview with dates and times and rooms: Page 4
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I found that one group's conversation formed a more complex, integrated network of practice; the other's formed a series of disconnected nodes, suggesting that new teachers who can draw on a shared conceptual language can better describe and discuss salient aspects of the lesson and where it could be revised or developed. Although both groups presumably had access to concepts from their teacher education, those in the school tended to be less versed in participating in pedagogically-focused discussions, possibly resulting from teachers' tendency to perform practice rather than talk analytically (Loughran, 2019). Participants who had come through a full-time contact program demonstrated access to shared conceptual language, enabling them to recruit relevant concepts to interpret and appraise the observed lesson.

The findings of my study raise a caution amidst calls for online/hybrid teacher preparation. The importance of preservice teachers developing the capacity and critical sensibilities required to analyse and appraise teaching gained through lectures and tutorial interactions in a contact programme should not be underestimated, suggesting that access to teaching- and learning-specific ideas, theories, and principles – a conceptual toolkit (Winch, 2012) – enables new teachers to imagine more effective, responsive, just teaching practices, creating conditions of possibility for transforming practice in a schooling system in crisis.

Key References

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Presentation 60: Academics Anonymous: Study group methodology as an antidote to performativity

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Education and teacher education worldwide has been increasingly subjected to the instrumentalised and competitive pressures of performativity and accountability, which are monitored and maintained by quantitative technologies of individuation, measurement and comparison (Ellis, 2023). Consequentially, there has been a growing sense of professional demoralisation, reflected in a loss of touch with the moral purposes of teaching (Santoro, 2018), and subsequent alienation among teachers and teacher educators, characterised by feelings of "indifference, instrumentalisation, reification, absurdity, artificiality, isolation, meaninglessness, [and] impotence" (Jaeggi, 2014, p. 5).

We report on our work as members of an international teacher education research collective (ITERC) and discuss how a reading group set up to explore Biesta's (2021) *World-centred Education* has provided us with an antidote to the alienation of being an academic in today's narrow world of higher education, via a collaborative space to do enjoyable scholarly work while thinking 'internationally'. Our reading group was a self-selected collective of scholars working in multiple countries who met weekly online to discuss a chapter in Biesta's book. This practice held members to account for reading the key text and supported individuals to think deeply and develop their scholarly knowledge on the purposes of education. Yet, perhaps paradoxically, and in an attempt to enact a study group methodology, there is no intended outcome from this activity. A study group intentionally resists our contemporary universities' capture by capital's logics of commodification - antagonistic to the productivist, instrumentalization of what we might do together. A study group is a 'we' without entry requirements - anyone can be a part of a study group - you do not need to be an academic or 'in' a university. A study group is committed to 'free use' (Lewis, 2020) subverting university infrastructures for work with no necessary ends.

In the study group, we have glimpsed the possibilities for a fragile, yet tangible sense of solidarity - a tentative unfolding collective work 'above' the nation state. We feel to be bundling trajectories (Massey, 2005) together while seeing the tangents of these as possible lines of flight forming spatio-temporalities of our own unplanned design. What has emerged is a nascent desire to become involved in and create an internationalising scholarly practice. The other Biesta reading group papers detail the impact of critical, diffractive analysis of our practice encompassing ITERC's broader concerns such as alienation, non-hierarchical teacher education, pedagogies of care (collectivist/ community) and counter-performativity.

Key References

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Presentation 63: Fostering Critical Pedagogy: The Benefits of Integrating Debates on Current Educational Topics in Trainee Teacher Programmes.

Sarah Cummins Leeds Trinity University, UK.

In this presentation I will share the journey of final year primary education trainee teachers enhancing their knowledge and understanding of current topics in education through debating. In an ever-evolving educational landscape, preparing future educators goes beyond imparting pedagogical skills; it demands the cultivation of critical thinking, adaptability, and nuanced understanding of contemporary educational issues (Glazzard & Stones, 2021). This presentation explores the transformative potential of incorporating debate sessions into trainee teacher programmes, focusing on current topics in education. By engaging trainee teachers in thoughtful