

**TELL CONFERENCE THURSDAY 15 JUNE 2017**

UNIVERSITY OF WESTMINSTER

Marylebone Campus, 35 Marylebone Road, London NW1 5LS

Room M207, 2<sup>nd</sup> floor of Marylebone Building

**Programme 10.30 to 15.00**

10.30	Registration and Refreshments	
10.50	Welcome	
11.00	Dr Viv Ellis, Simon Gibbons & Meg Maguire, Kings College London; Ali Messer, Roehampton, Keith Turvey, Brighton, Ruth Heilbronn, UCL IOE	Teacher Development 3.0: How we can transform the professional education of teachers.
11.45	Dr Jo-Ann Delaney, Canterbury Christchurch University	The measured approach to lesson observations
12.15	Martin Compton, University of Greenwich	Trainee HE lecturers' perspectives on observations by mentors and academic developers
12.45	<b>Lunch</b>	
13.15	Dr Jim Crawley	The current state of research in Post-Compulsory teacher education and sector and national/regional news
13.45	Dr Eve Rapley, University of Hertfordshire	HE in FE pedagogy in a land based FE college
14.15	Louise Taylor, independent consultant	Meaningful observation: authentic learning
14.45	Peter Lyon, teacher educator in secure environments	Teacher education in prisons
15.15	End	

**Places are limited, so please book by emailing  
WBSFacultySupport@westminster.ac.uk**

## **Abstracts**

### **Teacher Development 3.0: How we can transform the professional education of teachers, Prof. Viv Ellis**

Teacher Education Exchange is a group of teachers, school leaders, teacher educators and researchers who want to promote the development of teaching as a profession in the best interests of children, young people and society as a whole. They are particularly interested in how universities can support a profession-led model of teacher development and they reject the terms of the polarised debates that are currently dominant: with regard to initial teacher education, 'reform' and 'defend' positions have become so entrenched that sustainable change for the good is ever more difficult to achieve. Their pamphlet promotes 4 design principles that they consider essential to transform the professional education of teachers, both at the beginning and throughout their careers:

- A long-life teaching profession;
- Schools, universities and teachers at the heart of their communities;
- Education as cultural and societal development as well as individual advantage;
- A continuum of professional learning.

### **Teacher Education in prisons, Peter Lyon**

Offender learning is probably one of the most difficult educational sectors to work in, posing numerous problems at many different levels. Peter Lyon worked as a Teaching & Learning Coach in two establishments: one for young offenders and the other, an adult women's prison. In many ways, it's like stepping back in time in terms of education, but there are clear reasons for trying to ensure that students in these establishments get the opportunity to attend good quality courses offering a variety of relevant and useful qualifications. This talk offers an insight into the day to day issues that teachers have to deal with, but also the reasons why many of them choose to stay working in this challenging and demanding environment.

### **The measured approach to lesson observations, Dr Jo-Ann Delaney**

Lesson observations are a key element of teacher education programmes for the FE sector. Much has been discussed about how these work best to contribute to the development of teachers, including a negative perception of the use of a grade. The research presented considers the lesson observation from the trainees' perspective and their views on how observations can impact most positively on their practice. It questions the argument that graded observations have a negative impact and underlines key elements of effective practice as perceived by trainees.

### **HE in FE pedagogy in a land based FE college, Dr Eve Rapley**

This presentation will briefly outline a PhD study exploring the nature of HE teacher pedagogic practice enactments of teachers within both HE and FE remits within an FE landbased college. The study is influenced by Practice Theory whereby people, places and material objects all contribute to how practice is enacted. The study adopts a Constructivist Grounded Theory (CGT) approach as a means of exploring a neglected and under-theorised area of Post-Compulsory education. The presentation will describe aspects of the research process, outline key findings, and propose the potential utility of the study for the PCET/HE in FE sector more broadly.

**The current state of research in Post-Compulsory teacher education and sector and national/regional news, Dr Jim Crawley**

Over the last five to ten years a growing number of people working as Post Compulsory Education Teacher Educators have undertaken advanced degree study, with at least ten completing Doctorates in PCE TEd specific or related themes. The first ever book written by PCE TEds about PCE teacher education has also now been published in 2016, and this session will outline some of the research which went into that book. Is it then the case there is a growth in research by PCE TEds, and is this leading to a greater understanding and growth in professional confidence by this often ignored, under-researched group? We will take a look at the evidence and discuss the views from participants in seek of the answer.

**Trainee HE lecturers' perspectives on observations by mentors and academic developers, Martin Compton**

This study drew on an online survey and 12 in depth interviews of PGCert HE completers, looking at their perspectives of the role and purpose of these observations and their perceived impact on teaching practice. They compared experiences of observation processes and feedback from mentors and from external educational developers. Specifically, the research sought to determine how well the observations helped effect positive change in practice and develop teacher 'self-efficacy'. In line with most teacher education programmes across the compulsory and post compulsory sectors, these observations have twin functions: assessment and teacher development.

Whilst the observations were deemed valuable, there was a distinct lack in clarity of purpose amongst the lecturers being observed and an apparent lack of clarity amongst some observers, particularly mentors, which could lead to 'individualised ontologies' and a diminishing of potential impact. The ways in which observation feedback might be framed and best exploited to effect change was not consistently applied. Importantly, where transmissive modes of feedback were adopted, change could be limited without opportunities for dialogue, often because of assumptions about the purpose of the observations and the perceived status of the observer and observee.

**Meaningful observation: authentic learning, Louise Taylor**

Observation of teaching and learning within Further and Higher Education and on teacher education programmes has long been a contested and hotly debated topic. The research presented will draw on a variety of research and development projects Louise has worked on which feature in her chapter in *Reclaiming Observation: Supporting Excellence in Teacher Learning*: O'Leary, M. (ed.), (2017). London, Routledge. She will also refer to current research she is undertaking exploring the implementation of new teacher learning approach as part of a joint venture with UCU Wales, The Welsh government and Merthyr Tydfil College. She will be sharing aspects of the journey of different colleges and their staff in adopting observation policies which locate observation within a developmental rather than evaluative framework and will highlight some of the features, strengths, struggles and lessons learnt in seeking to use observation as an opportunity for authentic teacher learning.