

SES

SOCIETY FOR EDUCATIONAL STUDIES

Teachers, Teaching and Teacher Education: Trajectories, Threats and Transformations

Oriel College

7-8 September 2023

University of Oxford

www.soc-for-ed-studies.org.uk



WELCOME FROM THE COLLOQUIUM CONVENERS

Welcome to the sixth annual Society for Educational Studies Oriel Colloquium, the theme for which this year is **Teachers, Teaching and Teacher Education: Trajectories, Threats and Transformations**.

The Colloquium brings colleagues together to discuss the role, work and status of teachers, including their preparation and continuing professional development. In many ways the work of teachers remains in a condition of paradox. On the one hand, teachers are one of the most – if not the most – significant factor impacting on children and young people’s educational experiences, attainment and outcomes. Everyone remembers a good teacher. On one reading, teachers are autonomous professionals who require and exhibit not just technical knowledge or subject knowledge, but who act ethically, operate in *loco parentis* and who use their professional judgement and wisdom for the good of those in their care. This understanding of the teacher requires teachers to have a positive sense of their profession and to think deeply about what education is for, what constitutes a good education and, indeed, the place of education in what it means to live a good life. The very importance of teachers and teaching as transformative has been recognised internationally.

Yet, on the other hand, teachers, teaching and teacher education exist in difficult times. A succession of government policies and agendas over at least the last 45 years (particularly in England) have increasingly viewed teachers as civil servants and as deliverers of an at times narrowed curriculum. Teaching itself has often been constituted as a technical, de-contextualised and prescriptive activity, with teacher education increasingly taken out of universities and colleges of higher education in favour of more practically focused time in schools. Teacher recruitment and retention, including of school leaders, is in crisis in some areas of the United Kingdom.

The keynote presentations and seminar papers presented at the Colloquium will engage with these matters.

A special issue of the British Journal of Educational Studies will be published in 2024 based on the Colloquium theme and peer review of papers submitted to the Journal.

We very much look forward to the discussions and debates over the two days of the Colloquium.

Professor Hazel Bryan
University of Huddersfield

Professor Andrew Peterson
University of Birmingham





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PROGRAMME

Thursday 7th September

SES Exec Meeting	10:30-12:00	
Registration	11:45-12:15	<i>Porters Lodge / 1st Quad</i>
Lunch	12:00-13:00	<i>Dining Hall</i>
Welcome, James Arthur, Chair SES	13:00-13:15	<i>Harris Lecture Theatre</i>
Key Note 1: Caroline Daly	13:15-14:15	<i>Harris Lecture Theatre</i>
Seminar Session 1	14:15-15:45	<i>Various</i>
Tea	15:45-16:15	<i>Harris Seminar Room</i>
Key Note 2: Toby Greany	16:15-17:15	<i>Harris Lecture Theatre</i>
Check In To Bedrooms	17:15	
Drinks Reception	18:30-19:30	<i>1st Quad/Champneys Room</i>
Dinner	19:30	<i>Dining Hall</i>

Friday 8th September

Breakfast and Check Out of Bedrooms	8:00-9:00	<i>Dining Hall</i>
Key Note 3: Sarah Anderson, Sevda Ozsezer and Pinky Jain	9:00-10:00	<i>Harris Lecture Theatre</i>
Seminar Session 2	10:00-11:30	<i>Various</i>
Coffee	11:30-12:00	<i>Harris Seminar Room</i>
Seminar Session 3	12:00-13:00	<i>Various</i>
Plenary and Special Issue	13:00-13:15	<i>Harris Lecture Theatre</i>
Lunch	13:15-14:00	<i>Dining Hall</i>
Close	14:00	



KEYNOTE SPEAKERS

Professor Caroline Daly

UCL Institute of Education

Chair: Professor Andrew Peterson

POWERFUL PACTS: CONTROLLING THE KNOWLEDGE BASE FOR TEACHER EDUCATION

With 179 organisations in England being approved by the Department for Education and set to be ‘accredited providers’ of teacher education, many questions arise about the distribution of power and privilege in a system that is finding it persistently difficult to recruit new teachers. The ‘ITT Market Review’ of teacher education (DfE, 2021) played a catalytic role in justifying an extensive reform agenda, formalising the discourse of teacher education as a commodity within an intensively monitored system. Alongside this, the establishment of the government-funded National Institute of Teaching (NioT) in 2022, run by a collective of four school-led trusts, has been heralded as the government’s ‘flagship’ role model for organisations, including universities, in how to provide high quality initial teacher education. There are serious challenges in the national arrangements for teacher education in a system that struggles to attract and retain teachers – but a lack of examples of strikingly high quality provision within universities is not one of them. The policy initiative reflects key features of the ‘new graduate school of education’ (nGSE) movement in the USA over the past two decades. The keynote explores how programme legitimacy is conferred on providers who sit outside of the university sector and occupy an enabling role in government reformulation and control of the knowledge base for teacher education.

Professor Toby Greany

University of Nottingham

Chair: Professor Hazel Bryan

DO SCHOOL LEADERS’ VALUES REALLY MATTER?

School leaders are expected to act with integrity and moral purpose. In the UK the Nolan principles (1995) set out core values that should underpin public service. National headteacher standards in each UK nation reinforce these expectations (GTC Scotland, 2021; Welsh Government, 2019; Department of Education, 2005). For example, in England headteachers are required to demonstrate “high standards of principled and professional conduct... (and) ethics and behaviour... (and to) uphold fundamental British values” (Department for Education, 2020).

Researchers observe that leaders’ values are important – in particular where these values are made explicit and are used to guide decision-making, since this can help to build trust and can inspire staff and wider communities (Tschannen-Moran, 2014). Leadership gurus and providers of leadership development often encourage practitioners to articulate their values in ways which can be clearly communicated (Snape, 2021). But values are always contested – one headteacher’s ‘moral purpose’ is not the same as another’s. This becomes most apparent when espoused values are enacted in practice – when decisions have to be made about tricky issues, such as how to prioritise a tight budget, how to promote the school at a time of falling demographics, or whether or not to accept a student whose needs or behaviours will present undoubted challenges. Recent developments in England have laid bare the importance of values – and the consequences when these are not shared and enacted; for example where some schools have been shown to push out (‘off-roll’) students who are challenging to teach (Ofsted, 2021). In response the secondary headteachers union worked with national partners to develop a framework for ethical leadership (ASCL, 2019), but it is unclear how much has changed.

Researchers have explored these issues from different angles. One approach has been to focus on individual leaders, seeking to understand how values shape practice in the context of externally driven change. Such work highlights the importance of school leaders' biographies as well as their personal values as they seek to enact policy (Day and Gu, 2018), often recognising that this becomes more difficult where values don't align with policy, requiring leaders to engage in degrees of 'principled infidelity' (Hoyle and Wallace, 2005). Other work focuses on related areas, such as professionalism (Milner and Stevenson, 2019) and policy enactment (Ball, Maguire and Braun, 2012). These analyses highlight how individual leaders' values are only part of the story: values are embedded within professional norms and organisational cultures, meaning that value shifts must be negotiated to have legitimacy, while policy and governance frameworks (which reflect their own distinctive values) commonly serve to structure and constrain individual agency. This paper addresses the colloquium theme: How is teacher professionalism to be conceptualised and enacted in contemporary times? It draws on examples from recent research in England and on Stewart's (2009) analysis of public policy values to examine the role of values in contemporary educational leadership. I argue that contemporary policy expects leaders to engage in 'pragmatic compliance' – i.e. seeking to hold true to a core set of professional values while quietly protecting the school from external change (Greany and Higham 2018). However, I also draw on examples from research into leadership during the pandemic (Greany et al, 2021, 2022) and inclusive leadership (Greany et al, 2023) which suggests how leaders' values can be more agentic. I conclude by exploring some of the tensions and trade-offs that can arise and by assessing the implications for policy, practice and research.

Dr Sarah Anderson
University of Glasgow

Chair: Professor Andrew Peterson

Dr Sevda Ozsezer Kurnuc
University of Glasgow

Dr Pinky Jain
Leeds Beckett University

PROFESSIONAL JUDGEMENT AND STANDARD FRAMEWORKS: EXPLORING DUPLEXITY IN ASSESSMENT OF TEACHERS' PRACTICES

This presentation aims to explore the nature of shared judgement, consensus, and dissensus of observed teaching effectiveness across a range of views and experience in Scotland, England, and Wales. It has been noted that new teachers manage to pass into the teaching profession despite sometimes manifesting significant variance in skills, which can be attributed in part to inconsistent professional agreement as to what constitutes a judgment of competence. Following a 2022 national award by Society for Education Studies, we provide initial findings one year into the two-year project, presenting how participants made judgements about teaching effectiveness and what factors influenced them. The enquiry will be presented through the methodological lens of a comparative, embedded, and descriptive multiple-case study design. Drawing on social judgement theory, the presentation invites a conversation about the role of professional teaching standards and professional judgement of classroom-based mentor teachers, teacher educators in universities, and university-based school experience tutors in observing and judging teaching effectiveness. We will discuss the similarities and differences across expectations for effective teaching and frame these within the UNESCO Global Framework (2019). The presentation will conclude with a challenge to reconsider the role of professional judgement and standards-based criteria in judging teaching effectiveness and description of the next phase of the project.

Seminar Session 1

14:15-15:45

Thursday 7th September

HARRIS LECTURE THEATRE

Chair: Bob Bowie

Bob Bowie

Pendulum or Wrecking Ball? A critical commentary on threats posed by political pivots in education policy

Michael Harpham

The School Teacher Past, Present and Future through a Foucauldian Lens

Jim Hordern

A Crisis of Teaching Expertise? The challenges of the policy context in England

OWEN WALKER ROOM

Chair: Lottie Hoare

Karen Eamens

Nurturing Novices: Exploring the relationship between school culture and the flourishing of beginning teachers

Amanda Nuttall

Transformation of Teachers' Identity[ies] During and After Master's-Level Research: Personal, professional and political struggles

Mary-Rose Puttick

Teachers, Teaching, and Teacher Education in States of Flux: Future thinking to support the 'hidden homeless'

ROBERT BEDDARD ROOM

Chair: Paul Watts

Paul Watts

Story-Based Character Education: Opportunities to enhance character education practice in primary schools

Agata Handley and David Allen

Dorothy Heathcote: From 'learning about' to 'learning for' the other

Rodrigo Brito and Rosanna Wilson

Well-Being in Schools: Reflecting on the paradoxical role of teachers

Seminar Session 2

10:00-11:30

Friday 8th September

HARRIS LECTURE THEATRE

Chair: Michael Fullard

Aidan Thompson

Educating Character Through the Arts

Michael Fullard

Developing Practical Wisdom Through Critical Reflection in ITE

Adam Tate and Bianca Fox

Developing Early Career Academics in Higher Education: A shift in policy and research

OWEN WALKER ROOM

Chair: Stephen Parker

Alison Body

Teachers as Civic Leaders of Change: Rethinking civic education within our primary schools

Kathryn Spicksley

Playing Teacher: Designing a card deck to support the mentoring of Early Career Teachers

Xiaoyu Wang

Bernard Crick and Education for Citizenship

ROBERT BEDDARD ROOM

Chair: Lynn Revell

Wanwei Nie

Internationalisation at Home: A historical case study of teaching and learning experience from student perspective at a UK transnational higher education institution

Ying Yang

What Does the Widespread use of Education Agents mean? The germ of (un)certainities in the application for UK universities

Shane McLoughlin

Moral Reasoning Strategies in Careers Education: Findings from a UK-representative sample

Seminar Session 3
12:00-13:00
Friday 8th September

HARRIS LECTURE THEATRE

Chair: Robin Simmons

Peng Zhang
Knowing Without Doing:
Chinese primary citizenship
teachers' enactment of
assessment policies

Enze Guo
Promoting Global Citizenship in
China: University English
language teachers' dilemma
and voices

OWEN WALKER ROOM

Ed Bickle and Steph Allen
Artificial Intelligence: Teaching
threat or transformative tool?
(*Interactive workshop*)



SEMINAR PAPER ABSTRACTS

Seminar Session 1

14:15-15:45

Thursday 7th September

HARRIS LECTURE THEATRE

Bob Bowie

PENDULUM OR WRECKING BALL? A CRITICAL COMMENTARY ON THREATS POSED BY POLITICAL PIVOTS IN EDUCATION POLICY

Polanyi's 1944 landmark study *The Great Transformation* dwelt on the pendulum swing from free markets to government intervention as a key interpreting idea of the past. Joseph E. Stiglitz's 2001 forward to that work reflected on how that proposed explaining metaphor of history became a profound interpretation for the subsequent half century. Bernard Barker's 2010 *The pendulum swings: transforming school reform* looked back at 20 years of reform that failed to deliver social transformation. The Govian reforms surely permit the continued use of pendulum swing. The chance of government change posits the possibility of education change, perhaps ending the perceived war against the blob, or ending the narrow dogmatic 'evidence led' teacher education expressed in NPQH approved curricula, the early career framework and Ofsted frameworks. Will old orthodoxy flip to heresy? Will imagination, innovation and flourishing be unleashed? Will pivots be welcomed, or experienced as tumultuous transformation and what of a dream of settlement in English education policy? This paper views the recent and potential future pivots in education policy through Stiglitz's insight on Polanyi's metaphor.

Michael Harpham

THE SCHOOL TEACHER PAST, PRESENT AND FUTURE THROUGH A FOUCAULDIAN LENS

Teachers today face a plethora of challenges, encapsulated in the ability to teach and learn locally and globally, face-to-face and online, via the spoken word, books and via an unrestricted internet. To ascertain the trajectory of teaching and therefore teacher education, my presentation explores the history of teaching and learning in England to identify what threats and transformations occurred in the past, helping contextualise our position in the present, and offer insights for teaching in the future.

To present a brief history of teachers and teaching, Michel Foucault's style of discourse analysis has been utilised to identify significant historical facts in relation to teaching and schools and explores the location of power, control, knowledge and the transformation of communication in the hands of the church, the government and the education profession over time. Through a brief discussion on the history of education, outlining the five socio-political revolutions that have taken place and through the comparing and contrasting of these to our current situation, this presentation offers a fresh perspective and some thought-provoking suggestions for the future of teachers, teaching and teacher education.

Jim Hordern

A CRISIS OF TEACHING EXPERTISE? THE CHALLENGES OF THE POLICY CONTEXT IN ENGLAND

This paper addresses the extent to which current education policy in England contains underpinning assumptions about the expert knowledge needed for well-grounded teaching practice. The paper identifies how conceptualisations of expertise are contested in processes of reform of initial teacher education and professional development, with a particular focus on the Core Content Framework (CCF), the Early Career Framework (ECF), and the centralisation of control over what counts as teacher expertise in the hands of the Department for Education and a small 'expert group', with the Educational Endowment Foundation cast as guarantors of the 'best available educational research'. The analysis will be informed by the recent work of Eyal on 'the crisis of expertise', the broader sociology of professional knowledge, and the philosophy of educational expertise, which will be helpful in identifying the craft, technical and scholarly dimensions of teacher expertise and unpacking their articulations and/or absence in current policy.

OWEN WALKER ROOM

Karen Eamens

NURTURING NOVICES - EXPLORING THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND THE FLOURISHING OF BEGINNING TEACHERS

The *School Workforce Census for 2021-22* shared the dispiriting news that teachers are leaving the profession at the highest rate in four years. Overall, 43,997 qualified teachers resigned or retired in 2021-22, including 12.8% of first year teachers and 19.9% of second year teachers. Combining these figures with the fact that teacher recruitment targets were once again missed (Walker, 2023) and teacher vacancies are at more than double pre-pandemic levels (DfE, 2023), it is clear that the sector is struggling to attract and retain teachers. My research explores the phenomenon of beginning teacher retention through the lens of school culture. Through a series of one-to-one interviews I have explored how the various dimensions of school culture impact on the wellbeing, job satisfaction and instructional practice of beginning teachers. Using constructivist grounded theory, I have assembled a story about novice teachers and the social processes and situations they experience as they enter the profession that reflects them, their context, and me. Although the findings are rooted in the experience of these individual practitioners, the data acts as a springboard to further knowledge by helping us better understand how to build school cultures that enable beginning teachers to flourish.

Amanda Nuttall

TRANSFORMATION OF TEACHERS' IDENTITY[IES] DURING AND AFTER MASTER'S LEVEL RESEARCH: PERSONAL, PROFESSIONAL AND POLITICAL STRUGGLES

The commitment of many the teaching profession to engage in active research has a long history in England. However, teachers' engagement *in* and *with* research has been significantly shaped in recent years through vastly increased centralisation, standardisation and accountability in teacher education policies and practices.

Concerns have been raised about implicit, and at times explicit, criticism of university-based teacher education and some consider that teaching in England has become a ‘semi-profession’, with teachers positioned as ‘technicians’ and where their engagement in critical intellectual and research work is actively discouraged. Set in this challenging context, this paper reports on the outcomes of a recently completed DPhil empirical research project, centred on three teachers who had engaged in a part-time Master’s in Education programme at their local university. During the course of their dissertation research projects, each teacher submitted a sequence of video diary entries, articulating their experiences of what it meant to become, to be, and to belong as a researcher AND a teacher. Along with semi-structured interviews, these personal descriptions were systematically mapped and interrogated through a lens of identity[ies]. Some of these teachers’ narratives are presented, highlighting their experiences of transformation in personal, professional and political strands of their identity[ies] as teacher and researcher.

Mary-Rose Puttick

TEACHERS, TEACHING, AND TEACHER EDUCATION IN STATES OF FLUX: FUTURE THINKING TO SUPPORT THE ‘HIDDEN HOMELESS’

Homelessness in the UK has increased by 32% since 2020, with predictions of a ‘catastrophic situation’ over the next year with increasing families at threat of becoming homeless due to the cost-of-living crisis and the ongoing effects of the pandemic (Watts et al., 2022). Absent from official statistics are the ‘hidden homeless’ including, amongst others, people living in overcrowded conditions, and people who do not have the right to remain (ONS, 2023). Issues arising from this pattern of changing demographics have emerged in the British Council-funded ‘Waiting for School’ project in relation to families from refugee and newly arrived backgrounds. The project focuses on gaps in teacher professional development, exploring perspectives across three sectors: schools, local government, and the refugee third sector. It aims to identify critical gaps in teacher professional development to better support practitioners to respond to the social, and in-turn educational, impacts resulting from temporary accommodation. Overall, the project raises critical questions and opens a dialogue around teaching in the current political climate: in meeting the needs of children experiencing temporality and poverty in their daily lives, and in mechanisms to support teachers and future teachers to cope with a state of flux in the contemporary classroom.

ROBERT BEDDARD ROOM

Paul Watts

STORY-BASED CHARACTER EDUCATION: OPPORTUNITIES TO ENHANCE CHARACTER EDUCATION PRACTICE IN PRIMARY SCHOOLS

Stories have long been used as a vehicle to teach about character and virtue. Insight into the efficacy and potential of using stories for this purpose can be gained through reviewing historical approaches, theory, and research studies. However, while historical and contemporary theory and research on this topic can be illuminating, there has been a notable absence of research into the perceptions and approaches of those who arguably have the best understanding of

children’s learning: classroom teachers. This paper discusses the findings of a research study which examined how, and the extent to which, primary school teachers in England value and use stories as a vehicle to teach character education. As such, the study offers new insight into primary school teachers’ practice. The practical implications of the research findings are discussed, focusing on (a) how story-based character education might be enhanced through the training and development of teachers; and, (b) how knowledge of primary school teachers’ approaches might shape future research in the field.

Agata Handley and David Allen

DOROTHY HEATHCOTE: FROM “LEARNING ABOUT” TO “LEARNING FOR” THE OTHER

In recent years, there has been a significant turn to the work of Emmanuel Levinas among educational theorists. Levinas challenges the view of learning as the acquisition of knowledge and ownership over things by the individual subject or cogito. He defines ethics in terms of the relationship to alterity: the “face-to-face” encounter with otherness leads to a shift from the “for-itself” to the “for the other” (2006, p. 174). In educational terms, this demands a shift from “learning about” things, to “learning from” the Other (Todd, 2003, 8-10). Dorothy Heathcote developed the uses of drama as a learning medium. In the Mantle of the Expert system, children take on a role as a fictional team of some kind, commissioned by a fictional client to undertake a special job. It is a method of teaching across the curriculum; but also creates an encounter with alterity, in the relationship with the imagined client. The children take on a mantle of expertise, but also responsibility: their learning is always/already for the “other”. This paper will focus on a project called “The Treatment of Dr Lister”, as an example of the classroom as place of encounter with the Other.

Rodrigo Brito and Rosanna Wilson

WELL-BEING IN SCHOOLS: REFLECTING ON THE PARADOXICAL ROLE OF TEACHERS

Wellbeing practices in schools are usually understood and implemented as an individualised intervention, neglecting its relational nature and diluting the teachers’ self-awareness about their role in this endeavour. This paradox highlights the ambiguity of the teachers’ role regarding wellbeing. As Ball (2003) states, the ‘performativity’ logic reigning in schools exerts pressure on teachers, expressed in a feeling of isolation and disempowerment. This presentation analyses findings from two qualitative studies with teachers from England and Wales (n=20 + n=15), highlighting insights from teachers’ perspectives on the meaning of wellbeing in practice and on the conflicting role of teachers regarding fostering pupils’ wellbeing. Through mapping key parallels in findings from the two studies, we identified the nature of wellbeing initiatives as an additive to the wider focus of performance in education, reflecting on how teachers appear to internalise this contradiction. A salient conclusion is that the enduring ‘old normal’ and over-emphasis on performance through standardised curriculum and assessment entails negligence of teachers’ wellbeing. Thus re-examining the purpose of education in relation to wellbeing with teachers offers a potential route for transforming schools for the genuine growth of their whole communities.

Seminar Session 2

10:00-11:30

Friday 8th September

HARRIS LECTURE THEATRE

Aidan Thompson

EDUCATING CHARACTER THROUGH THE ARTS

Educating Character Through the Arts (Routledge, 2023) is an edited collection of essays that investigate the role of the arts in character education. In focussing on the moral value that art holds, and looking to the arts for insight into human character and emotional expression, this paper, presented by one of the collection's editors, provides an overview of the edited collection, which was based on a conference in the same name (Birmingham, 2018). In exploring the arts' relationship to human flourishing and the development of the virtues, the paper takes song lyrics as a particular focus, offering practical insights into how art, particularly popular forms of art, can be integrated into teaching practices to aide our understanding of human character, sharpen our moral judgement, inculcate or refine certain skills required for virtue, or perhaps cultivate certain virtues (or vices) themselves. The paper seeks to offer practical applications of philosophical aesthetics and ethics, showcasing the value that pop art holds, and offer examples of how using popular forms of art in the classroom can enrich conversations on character and virtues; bringing the language of virtue into modern day examples.

Michael Fullard

DEVELOPING PRACTICAL WISDOM THROUGH CRITICAL REFLECTION IN ITE

Teachers are regularly presented with situations involving moral and ethical issues. Therefore, teachers are in a constant process of judgement and arbitration through which they have to navigate ethical dilemmas. These dilemmas are not clear-cut and require teachers to be autonomous professionals who act ethically, and who use their professional judgement. It has been argued that how teachers arrive at ethical decisions relies on a form of practical wisdom (phronesis). The ability to draw upon practical wisdom is one of the main challenges facing student teachers. While this is gained mostly through experience, the content of Initial Teacher Education (ITE) will also contribute towards a teacher's ability to ethically navigate their interactions with students, parents and colleagues. How the moral and ethical dimensions of teaching are addressed during ITE will therefore have a bearing on the ability of teachers to handle moral and ethical dilemmas. This presentation will recommend three strategies to develop critical reflection and practical wisdom. 1. In-depth student teacher group discussions on the dilemmas that student teachers face. 2. Incorporation of structured and sustained reflection on the moral and ethical dimensions of teaching within existing directed tasks and assignments. 3. Reflective journals as a tool for sustained reflection.

Adam Tate and Bianca Fox

DEVELOPING EARLY CAREER ACADEMICS IN HIGHER EDUCATION: A SHIFT IN POLICY AND RESEARCH

Developing Early Career Academics (new lecturers in Higher Education (HE)) has undergone significant (re)conceptualisation in policy and research, recognising its vital role in preparing future educators to meet the evolving needs of HE students, universities, the sector, and society. Various frameworks and approaches have emerged to enhance the quality and effectiveness of HE programmes aimed at Early Career Academics (ECAs), most notably the UKPSF. This paper outlines some key developments in the (re)conceptualisation of education programmes available to ECAs. Research in ECAs education has explored various models and approaches to improve their preparation and practice (Matthews et al., 2014; McEwan, 2022). One concept is the "clinical model," which emphasizes the integration of theory and practice through hands-on experiences in the classroom (Tong et al., 2014). This encourages ECAs to engage in reflective practice, working closely with experienced mentors and colleagues across the university. There is also a focus on "academic identity". HE teacher education has recognised the importance of preparing ECAs to address the diverse needs of students. Inclusive education has emerged as a crucial aspect of teacher education, promoting strategies to accommodate learners with disabilities, linguistic differences, identity considerations, and diverse cultural backgrounds (Race, 2020).

OWEN WALKER ROOM

Alison Body

TEACHERS AS CIVIC LEADERS OF CHANGE: RETHINKING CIVIC EDUCATION WITHIN OUR PRIMARY SCHOOLS

Teachers play a crucial role in shaping the minds and values of future generations, providing them with the knowledge and skills necessary to become engaged and responsible members of society. In this context, teachers act as civic leaders, instilling civic virtues, fostering democratic values, and encouraging active participation in the community, through supporting charities, social action, campaigning, and advocacy. In this paper I present findings from in-depth, semi-structured interviews with over 100 primary school teachers and leaders across England exploring teachers own experiences of delivering active civic learning opportunities and their role as civic agents. Findings suggest teachers are keen to realise their role as civic leaders and their ability to do this directly impacts on their engagement in school and community life, as well as the opportunities afforded to children. However, we also find several inhibiting factors, at micro, meso and macro levels, which can impede active civic learning. I conclude by presenting the notion of the civic teacher and the civic school as central to fostering a collective sense of solidarity within schools and empowering children and young people to become active agents of change, promoting social justice within democratic societies.

Kathryn Spicksley

PLAYING TEACHER: DESIGNING A CARD DECK TO SUPPORT THE MENTORING OF EARLY CAREER TEACHERS

This paper reports on the early stages of a British Academy funded project, the aim of which is to develop a deck of cards for use by those supporting and mentoring Early Career Teachers (ECTs). Research indicates that developing a robust and stable sense of professional self is important in ensuring teacher commitment and motivation. However, current efforts to support and motivate new teachers in England have instead foregrounded knowledge of cognitive psychology and repeated practice of discrete classroom management skills. The aim of the Playing Teacher project is to co-create a resource with teacher educators and school mentors to facilitate supportive conversations around teachers' professional identities, which will also help new teachers to develop a critical and engaged stance on the representation of teachers in political and media discourse. This paper focuses on the projects' methodology and initial findings, which indicate the multiple and complex ways that teachers are positioned across different discursive spaces in public discourse. I will also invite feedback on pilot cards developed in the early stages of the project, and provide information about how those interested in the project can become involved as it progresses.

Xiaoyu Wang

BERNARD CRICK AND EDUCATION FOR CITIZENSHIP

Bernard Crick (1929-2008) was a British political theorist and public intellectual who was actively engaged in British politics from the second half of the 20th century. In 1997, Crick was appointed by his former student, David Blunkett, the Secretary of State for Education, to chair the Advisory Group for providing advice on teaching citizenship and democracy in schools. A year later, the report 'Education for citizenship and the teaching of democracy in schools' was published, referred to as the 'Crick Report', setting out the vision and ambition for promoting citizenship education in secondary schools in England. As his abiding passion, Crick eventually gained the opportunity to put his political ideals into practice. This paper would therefore like to undertake a historical case study by using archives and semi-structured interviews to explore the connections between Crick's political ideals and his practice in promoting citizenship education in England, mainly the Crick Report of 1998. As such, it is firstly necessary to illuminate why Crick, throughout his life, was passionate about promoting citizenship education, what his political ideals are, and how these ideals influenced his unique approaches to citizenship education as a means to achieve Crick's democratic ideals and a meditation on democracy.

ROBERT BEDDARD ROOM

Wanwei Nie

INTERNATIONALISATION AT HOME: A HISTORICAL CASE STUDY OF TEACHING AND LEARNING EXPERIENCE FROM STUDENT PERSPECTIVE AT A UK TRANSNATIONAL HIGHER EDUCATION INSTITUTION

The attractions of transnational higher education (TNHE) are expanding, and the international branch campus (IBC) be considered in terms of a symbol of 'Internationalisation at home' (IaH). The rise of IBC is aided by the ever-changing pattern of international collaboration under globalisation and internationalisation from last century. Against this backdrop, close educational cooperation between the UK and China began. Setting up an IBC is not just a product strategy, it cultivates a transnational experience of being simultaneously in both the UK and China. Specifically, in the specific context of an IBC, the degree to which the so-called 'transnational' experience is accomplished 'British model' depends heavily on the teaching and learning. Behind the so-called 'British model' is not an 'as given' model, rather, it is a sophisticated localisation process. The teaching and learning's transnational dimensions are as a relational space influenced by international, national, various social, cultural, and even diplomatic devices. In this sense, much is distinctive about transnational higher education today, not only because earlier patterns have been intensified or have become more common but also because new processes and dynamics are involved, especially teaching and learning process.

Ying Yang

WHAT DOES THE WIDESPREAD USE OF EDUCATION AGENTS MEAN? THE GERM OF (UN)CERTAINTIES IN THE APPLICATION FOR UK UNIVERSITIES

This paper is adapted from my PhD project titled 'The Role of Education Agents in The Marketised International Higher Education Sector', and sheds light on the (un)certainities inherent to applications for UK universities, aiming to address the functioning of education agents in these uncertainties. The project includes two studies: Study 1 investigates how education agents support Chinese students to apply for UK PGT programmes from education agents' perspective (Yang et al., 2021); Study 2 examines how Chinese students who use education agents reflect on the value of education agents in their application process (Yang et al., 2023). Through synthesising the findings of the two studies, the understanding of the functioning of education agents evolves from the pragmatic functions (visible) to the underlying logic of the visible functions (invisible). This project suggests that uncertainty typifies the very nature of international students' application and recruitment. The pragmatic value of education agents is recognised as alleviating such immanent and unpredictable uncertainties for both Chinese students and UK universities. However, fundamentally, education agents also function as reproducing uncertainties. Education agents avail themselves of the information asymmetry and information absence within the international students' application and recruitment, to yield uncertainties for their own best interest.

Shane McLoughlin

MORAL REASONING STRATEGIES IN CAREERS EDUCATION: FINDINGS FROM A UK-REPRESENTATIVE SAMPLE

UK schools are mandated not just to provide students with employability skills but also to prepare them for overall well-being and personal development. Our survey with a representative sample of 491 UK adults delved into their past career decision-making processes during school and university years. Participants also shared their current levels of objective and subjective flourishing. Their responses on career decisions were coded for three moral reasoning strategies: virtue ethical, consequentialist, and deontological. Our analysis revealed that virtue ethical reasoning, which focuses on aligning career choices with moral identity, had a strong positive correlation with flourishing. Consequentialist reasoning showed weak and sporadic positive correlations with flourishing, while deontological reasoning generally had no or negative correlations with flourishing. These findings underscore the significance of emphasising moral reasoning in career decision-making. Our study advocates for a shift in career provisions in educational institutions. Instead of merely sharing job opportunities or salary prospects, it is vital to equip students with the tools to make decisions rooted in their personal values and moral reasoning, augmenting character education and enhancing long-term flourishing. This project was funded by an SES small grant (2022).

Seminar Session 3 12:00-13:00 Friday 8th September

HARRIS LECTURE THEATRE

Peng Zhang

KNOWING WITHOUT DOING: CHINESE PRIMARY CITIZENSHIP TEACHERS' ENACTMENT OF ASSESSMENT POLICIES

This study explores how primary citizenship teachers enact assessment policies in their practices and discusses the factors influencing this process. In China, unlike the UK, the citizenship programme is a compulsory national course designed to foster socialist identities. While the official standards emphasise 'process performance' over test scores in assessments, interviews with 13 experienced teachers from a case district, and the collection of relevant assessment documents, revealed that They know the official policy but do not do so. Teachers attribute this phenomenon to an 'internal disintegration of policy', caused by agents. These official agents hold absolute authority within the community to interpret and translate official assessment policies. Consequently, teachers often place more emphasis on these translated standards rather than on the original official versions. Moreover, formative assessment has been criticised as a privilege of developed regions, which have the resources to engage experts. Pressure from students' parents is another significant factor. Parents exhibit little confidence in formative assessments due to their lack of discernible scores and rankings. Teachers associate these challenges with China's slowing economic growth and intensifying social competition. They summarise the prevailing sentiment as 'not merely striving for excellence, but crucially, aiming to surpass others'.

Enze Guo

PROMOTING GLOBAL CITIZENSHIP IN CHINA: UNIVERSITY ENGLISH LANGUAGE TEACHERS' DILEMMA AND VOICES

The promotion of Global Citizenship (GC) has become a goal of higher education in many countries. It has been recognised that the important contribution that English language education can make to the promotion of GC. However, there is a particular lack of empirical research on English language teachers promoting GC, especially in the Global South. Furthermore, the significant role of English language teachers is underestimated. Listening to university English language teachers' voices and researching their experiences are valuable to explore the phenomena. Thus, this research explores the topic of promoting GC within universities in China, and it focuses on current university English language teachers' dilemma and voices. Through interviews with 25 teachers, the study discussed English language teachers' understanding, interpretation and experiences of promoting GC. The findings demonstrate that university English language teachers' perceptions of GC in China are driven by globalisation understanding, nationalism discourse, and Confucian thoughts. Meanwhile, university English language teachers confront some barriers when promoting GC: Firstly, English language curricular ideological and political education has been strengthened in Chinese universities. The second concern is teacher's limited and unequal access to training resources and sessions. Third, teachers are under pressure about employment accountability from both students and universities.

OWEN WALKER ROOM

Ed Bickle and Steph Allen

ARTIFICIAL INTELLIGENCE: TEACHING THREAT OR TRANSFORMATIVE TOOL? (INTERACTIVE WORKSHOP)

Whilst the growing influence of technological advancements within teaching practices may have been accelerated by COVID-19, "the world must now prepare for a technological breakthrough whose implications are vast and which are unfolding at a speed [... that is often overwhelming]" (Bremmer 2023). According to UNESCO (2023) Artificial Intelligence (AI) could potentially address some of the biggest challenges within the education system and innovate teaching and learning practices. Benefits for students may include the development of reading and writing skills as well as critical thinking skills (Kasneci et al. 2023). However, AI poses several potential risks, such as the inability to replace the human interaction element of teaching (Baidoo-Anu and Owusu Ansah 2023), and we must prepare to adapt. This interactive workshop will offer participants an opportunity to discuss some of these key debates surrounding the impact of the ever-developing world of AI on the role of the teacher, and the education system in general. In a collegiate debate, participants will discuss whether AI brings transformative opportunities, or that it is a clear threat to the teaching profession. Participants will also consider the new skills that we, as educators, will need going forward.

DELEGATE LIST

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A special issue of the *British Journal of Educational Studies* will be published in 2024 based on the Colloquium theme and peer review of papers submitted to the Journal.

Presenters are welcome to submit papers for considering for the special issue before 1 January 2024.



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