

TEACHING TRANSFORMS LIVES

*How can teacher education
help address social inequality?*

PARTNERSHIP CONFERENCE

Tuesday 19 June 2018 | Discovery Park, Sandwich

PROGRAMME

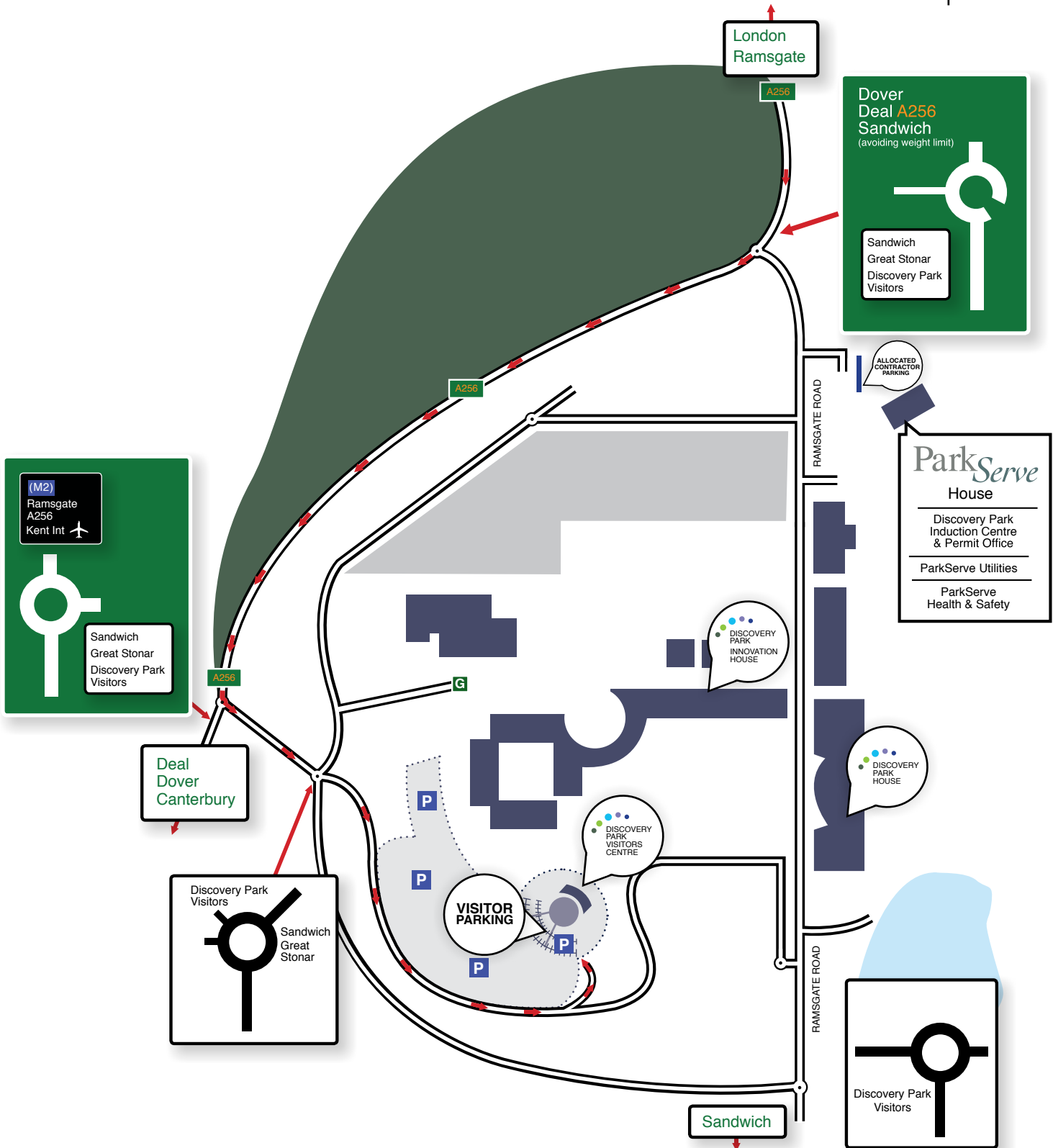




DISCOVERY PARK

TRAVELLING BY ROAD:

Travelling from London or on the M25, join the A2/M2 and continue on the A299. Then take the A256 until you join Ramsgate Road (please refer to the map below). Visitor parking is provided in the car park detailed in the site map below. Upon arrival please report to the Visitors Centre.



Programme

09:30 – 10:15	REGISTRATION AND REFRESHMENTS – The Gateway
10:15 – 10:25	WELCOME AND HOUSEKEEPING Kerry Jordan-Daus
10:25 – 10:40	PARTNERSHIPS IN INITIAL TEACHER EDUCATION William Stow
10:40 – 11:20	KEYNOTE ADDRESS Graham Chisnell
11:20 – 11:45	REFRESHMENT BREAK
11:45 – 12:30	Workshops - SESSION 1
12:30 – 13:15	LUNCH
13:15 – 14:00	Workshops - SESSION 2
14:05 – 14:50	Workshops - SESSION 3
14:55 – 15:10	REFRESHMENTS
15:10 – 16:00	Workshops - SESSION 4 (including event evaluation and close)



Official Partner

Graham Chisnell

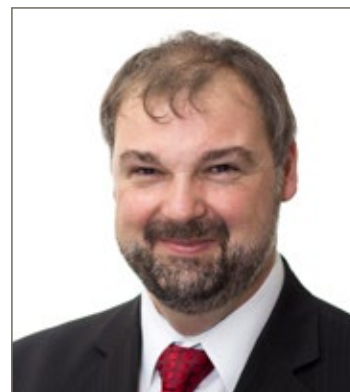
CEO Veritas Multi Academy Trust

TEACHING TRANSFORMS LIVES: THE POWER OF POSSIBILITY - USING TEACHER EDUCATION TO HELP ADDRESS SOCIAL INEQUALITY

Graham Chisnell is CEO of Veritas Multi Academy Trust and Executive Principal of two primary schools in Kent. He is a National Leader of Education, Ofsted inspector and mentor-coach trainer.

He is passionate about evidence-informed practice and leads the Canterbury Christ Church University hub for the Chartered College of Teaching.

Keynote



11.45 - 12.30

Session 1

LOCATION	SESSION	WORKSHOP
THE FLORENCE SUITE	1.1	Project Firefly Phase 1: What has had the greatest impact on mentor development? Gill Rowland, Penny Webb, Hazel King and Karen Vincent
THE TURING SUITE	1.2	Journal Clubs: Making an Impact Kerry Jordan-Daus & Louisa Horner
THE BRUNEL SUITE	1.3	How "The STEM Hub" can support mentors with Standard 8 Hellen Ward
THE RALEIGH SUITE A	1.4	Becoming an Education Professional: A Biographical Exploration Dr Alan Bainbridge
THE RALEIGH SUITE B	1.5	What is Physical Readiness? Dr Kristy Howells
THE MAGELLAN SUITE	1.6	Unimagined portraits: the unstill lives of literacy teachers Dr Ian Jasper

13.15 - 14.00

Session 2

LOCATION	SESSION	WORKSHOP
THE FLORENCE SUITE	2.1	Nurturing Research: Considering the place of research in our professional lives Karen Vincent, Hazel King, Gill Rowland and Penny Webb
THE TURING SUITE	2.2	Educating Children with Life-Limiting Conditions Dr. Sally Robinson & Ian Durrant
THE BRUNEL SUITE	2.3	What really matters about teacher education at CCCU?: A report of findings from interviews and surveys with school partners, university tutors and student teachers Dr. Bob Bowie
THE RALEIGH SUITE A	2.4	Developing Social and Emotional Competencies: The building blocks for learning Wendy Cobb & Bea Stevenson
THE RALEIGH SUITE B	2.5	Classrooms with Permeable Walls: Helping teachers to bridge subject compartments in school Dr. Andrea Ramos & Dr. Marc Brown
THE MAGELLAN SUITE	2.6	Social and Emotional Learning: Increasing empathy in the classroom Emily Lau & Katie Cohen

Session 3

14.05 - 14.50

LOCATION	SESSION	WORKSHOP
THE FLORENCE SUITE	3.1	Mentoring Styles: Supervision, Support or Collaborative Self-Development Hazel King, Gill Rowland, Penny Webb and Karen Vincent
THE TURING SUITE	3.2	Why student teachers need to study pedagogy more than ever Chris Carpenter
THE BRUNEL SUITE	3.3	Think you know all about 'the Tudors'? Think again!: Examining the role classroom materials can play in promoting social equality Lizzie Burton
THE RALEIGH SUITE A	3.4	Higher Level and Degree Apprenticeship Conference – what's going on? Keith Saunders & Alison Cogger
THE RALEIGH SUITE B	3.5	Why use drama? Practical and engaging activities to raise aspirations and outcomes for all Sarah Goodwin
THE MAGELLAN SUITE	3.6	An Introduction to Nurture in Education Dr. Florence Ruby

15.10 - 16.00

Session 4

LOCATION	SESSION	WORKSHOP
THE FLORENCE SUITE	4.1	Transferable Mentoring Skills: How Can the Mentoring Skills Developed through ITE Support NQTs, RQTs and beyond? Gill Rowland, Hazel King, Penny Webb and Karen Vincent
THE TURING SUITE	4.2	So THAT's what Citizenship Education is about! Ralph Leighton
THE BRUNEL SUITE	4.3	Unlocking the transformational potential of teacher education in Palestine Tony Mahon
THE RALEIGH SUITE A	4.4	Higher Level and Degree Apprenticeships at Canterbury Christ Church University Tsige Sherington
THE RALEIGH SUITE B	4.5	Affective Spaces: Multimodal learning explorations beyond the classroom Dr. Lee Hazeldine
THE MAGELLAN SUITE	4.6	How 'heavy' is your primary science teaching? Maria Elsam

Workshops

AN INTRODUCTION TO YOUR WORKSHOP FACILITATORS

Session 1 (11.45-12.30)

1.1 The Florence Suite

Penny Webb – Senior Lecturer in Primary ITE and Primary Priority Lead for SEN and Inclusion, Canterbury Christ Church University

Hazel King – Senior Lecturer in Primary ITE, Primary Area Lead and Placement Tutor Year 3, Canterbury Christ Church University

Gill Rowland – Secondary Area Lead and Partnership Development Lead, Canterbury Christ Church University

Karen Vincent – Senior Lecturer in Early Years and ITE, Primary Mentor Development Lead and Project Firefly Lead, Canterbury Christ Church University

Project Firefly Phase 1: What has had the greatest impact on mentor development?

This is the 1st workshop in the Firefly set. The findings of our research project are supporting continued professional development.

Please note that the findings of this research were presented at the Cross-Phase Link Tutor Conference on 8th March 2018 and this workshop will cover the same material. The workshop is therefore aimed at those who did not attend on 8th March and other interested delegates.

Teaching can change lives and developing the next generation of teachers is of fundamental importance in our children's future. Supporting our student teachers can have the double impact of launching successful future careers in teaching, which in turn will impact on our children's education.

In 2015, CCCU launched a new way of working for link tutors and mentors supporting students in school. There was a refocusing of the purpose of the Link Tutor role, moving from direct support of the students to mentor development. Project firefly was commissioned in July 2016 to research the impact that these changes have had on mentor development. This workshop shares the story of the research so far. The rationale and methodology will be outlined and the team will go on to explore the themes and data that have emerged. The Firefly team will develop the discussion about what the data has revealed and implications for future mentor development. Finally, Phase 2 of the research will be introduced.

This workshop is the 1st in the "Firefly" suite, but can be attended as a stand-alone.

Penny Webb has been a teacher educator at CCCU for nearly two and a half years. Previously, she had been a Primary school teacher and started her career in special education. She had been a CCCU mentor since 1999 and has always been passionate about developing the next generation of teachers, an interest which drew her toward becoming part of the 'Firefly' research group.

Hazel King has been working at Canterbury Christ Church University since 2012, initially seconded on a part-time basis from school, before taking on a permanent position in 2015. She teaches on a range of undergraduate and postgraduate modules, predominantly on Primary Mathematics. Hazel has spent seventeen years as a class teacher in a range of primary schools in Hampshire and Kent, acting as a mentor for student teachers for most of those years. She is a Specialist Mathematics Teacher and has been involved in a number of projects in Kent primary schools to strengthen the learning and teaching of mathematics.

A CCCU alumna, Gill Rowland was a teacher and Senior Leader in Kent schools before joining the Faculty of Education at CCCU. A key focus and passion throughout has been the professional development of staff at all stages of their career and the transformational power of high quality coaching and mentoring. As a Secondary Area Lead Gill has enjoyed the opportunity to work with school mentors to develop their skills. She has helped to develop and deliver the Mentor Development Programme and been part of the "Firefly" research group that has been exploring the impact of approaches to mentoring within Partnership schools.

Karen Vincent has worked in the School of Teacher Education and Development at Canterbury Christ Church University for 8 years. She has been teaching for 24 years in a variety of settings with an Early Childhood subject specialism. Karen's research interests are concerned with the role of the teacher educator and how we support our student teachers to teach our youngest children. As Primary Mentor Development Lead, Karen is currently involved in leading a research project within the Faculty of Education that aims to evaluate the impact of our partnership approaches to mentor and link tutor development. Karen has presented at various conferences including the British Education Research Association (2011), Teacher Educator Advancement Network, (2013, 2015), Self-Study in Teacher Education Practices: AERA, (2014), European Conference for Educational Research, (2013, 2015) and the Association for Teacher Education Europe, (2017).

1.2 The Turing Suite

Kerry Jordan Daus – Head of UK and International Partnerships, Canterbury Christ Church University

Louisa Horner – Teaching & Learning Lead and Faculty Director for Humanities, CATS Canterbury

Journal Clubs: Making an Impact

Louisa and Kerry will share how they have used Journal Clubs as part of their work as a Hub for the Chartered College of Teaching:

As members of the CTT, we receive the quarterly research journal Impact. We have set up school-based journal clubs to encourage teachers and wider school staff to engage in discussions about Impact research articles.

Join us for this workshop as we model a Journal Club discussion

<https://chartered.college>

Kerry is a member of the Faculty of Education Executive and has strategic responsibility for Partnerships, Knowledge Exchange and Enterprise. She is the Faculty's Lead for Equality and Diversity and Athena Swan Champion. She is a member of the University Athena Swan Committee.

She leads on all the Faculty's regional, national and international activities, working with the Heads of Schools and Head of Research, to ensure that all the work in the Faculty is underpinned by a coherent and strategic vision of partnership. Kerry is responsible for a team of Faculty Partnership Development Leaders and works in collaboration with the University to ensure all aspects of partnership are of an outstanding quality. Kerry has strategic responsibility for development of the Faculty's apprenticeship programme development.

Kerry joined the Faculty of Education fourteen years ago and has enjoyed a range of leadership roles during this period, including Director of Employment Based ITT and Head of Primary Education. Her early career was spent in secondary education teaching history, religious education and sociology in schools in Kent, Sussex and the West Midlands.

Kerry is a Trustee, sitting on three Trust Boards, including the University's Sponsor Academy, John Wallis, an all through Academy in Ashford. She is chair of the East Kent Cultural Education Partnership Strategy Group and has recently collaborated on setting up a new CEP on the Isle of Sheppey.

Louisa is Teaching & Learning Lead at CATS Canterbury, an international and independent sixth form college on the outskirts of the city, which is part of the Cambridge Education Group. In this role, she liaises with other CATS campuses in Cambridge and London to share effective practice and coordinates a calendar of events for her own teachers and the wider Canterbury area. Over the past four years she has developed TeachMeet and LeadMeet as regular fixtures, which attract a loyal following and sponsorship by educational brands. Journal Club is new this year and has so far proved productive. Her roles at CATS include Curriculum Director for Humanities, leading a team of humanities and social science teachers, which has enabled her to participate in leadership training with the IOE. She is also Subject Lead for History, writing exam materials for CEG's own level 3 suite of qualifications and coordinates EPQ.

Apart from the day job, Louisa is also a writer for LASER qualifications, which produces material for Access courses and a founding member and Lead Advocate for the Chartered College of Teachers. In this latter role, she is keen to visit surrounding schools, colleges and universities to promote the Chartered College to current and future teachers. She is enjoying working with Kerry and Christ Church to generate more ideas to engage teachers in the Chartered College's resources.

1.3 The Brunel Suite

Hellen Ward

Director of the STEM HUB of the South East of England and Principal Lecturer, Canterbury Christ Church University

How the STEM Hub can support Mentors with Standard 8

STEM Provision puts schools of all types in touch with the world of work, inspirational role models, real research in classes, free training, free resources and competitions.

STEM also works with STEAM and iSTEM+, so if you think this is about only engineering or science this workshop will show how you can access support advice and resources whatever your subject.

The best bit is all of this is free! With more than 3000 role models, 100s of projects and opportunities for you and your ITT you will leave this session with an action plan for next year. The session will be interactive and as STEM is a "doing experience", this session will not suit those who fancy a sleep!

Hellen is the director of Kent & Medway STEM and her current role involves working with secondary teachers and pupils across the county. She is a STEM ambassador, a member of the Association of Science Education (www.ASE.org.uk) and a member of the Association of Achievement and Improvement through Assessment (www.AAIA.org.uk). Hellen works with the local science learning network. She is the regional sector for the ASE in the area and runs an active primary science quality mark hub. Hellen also works with schools and local authorities across the country. She holds a chartered science teacher status (CSci-teach) and is a member of the Royal Society for Biology. Hellen is part of the team writing primary international text books, and was part of a team who wrote a commercial scheme of work for primary schools in 2015. National Association of Science Advisers, National Association of Science ITE and a member of BERA.

1.4 The Raleigh Suite A

Dr Alan Bainbridge

Senior Lecturer, Faculty of Education, Canterbury Christ Church University

Becoming an Education Professional: A Biographical Exploration

Becoming an education professional is a process of identity or role formation. This workshop will present research findings that highlight how the interaction between the personal and professional influences the development of a professional role. During the workshop we shall construct 'education biographies' and consider how past education experiences may have an impact on practice.

Do not be scared, this workshop does not involve sharing the details of your personal life.

Do be very hopeful, this workshop may help you think more clearly about your professional practice.

Alan Bainbridge is a Senior Lecturer in Education and co-coordinator of the Auto/biography and Narrative Research and Knowledge Exchange Theme Group. He is a Chartered Psychologist, Senior Fellow of the Higher Education Academy and member of the United Kingdom Council for Psychotherapy. His professional background combines clinical practice, 18 years' experience as a secondary school teacher and innovative research on the nexus between psychoanalysis and education; particularly the use of psychoanalytic ideas and language to explore and challenge the effects of educational settings upon individuals and societies.

1.5 The Raleigh Suite B

Dr Kristy Howells

Faculty Director of Physical Education at Canterbury Christ Church University

What is Physical Readiness?

The workshop will explore the idea of what is physical readiness? It is aimed at those working with young children. It will question, what are we getting our young children ready for in terms of physical skills for school?

It will share current research and allow partners to contribute their ideas and thoughts within a key area of physical development, physical activity and physical education.

Dr Kristy Howells is the Director of Physical Education within the Faculty of Education. She has recently published a book on Mastering Primary Physical Education with her colleagues Alison Carney, Neil Castle and Rich Little. Kristy's expertise is within physical development and physical activity. She has recently completed the National case study for England on the state of Physical Education for the OECD and has published in April in the International Journal of Physical Education her work on how physical activity can help support children and adolescents with mental health issues.

Laura Power, Research Assistant will be supporting Kristy's session.

1.6 The Magellan Suite

Dr Ian Jasper

Senior Lecturer, Faculty of Education, Canterbury Christ Church University

Unimagined Portraits: The unstill lives of literacy teachers

The eminent neuropsychologist Alexander Luria described some of his most notable work as being 'romantic science' based upon studies of real people, he also referred to this work as 'unimagined portraits'. These were studies of real people, leading real lives, and confronting real problems. This is the tradition I tried to follow in the study discussed in this workshop.

This workshop is about a study that was conducted into the lives and work of six teachers of literacy to adults. All these teachers worked or lived on The Isle of Thanet. All were involved in efforts to transform the lives of their students and, it would be fair to say, all six found that teaching literacy to adults transformed their own lives.

This study inevitably raised problems of the meaning of 'inequality', not least because all six teachers had experienced, or were experiencing, real poverty, overwork, stress, and economic precariousness in their own lives. All six teachers in one way or another found themselves trying to understand what is meant by 'transformational education', and had cause to question what right they had to set themselves the goal of transforming the lives of others.

Dr. Ian Jasper was for many years a teacher of literacy to adult learners. For the last decade he has been the programme director for a degree at Canterbury Christ Church University which is principally for teachers working in Post Compulsory Education and Training. He is committed to the idea of adult education being about transforming lives whilst also grappling with the difficulties and challenges this outlook engenders.

Session 2 (13.15-14.00)

2.1 The Florence Suite

Karen Vincent – Senior Lecturer in Early Years and ITE, Primary Mentor Development Lead and Project Firefly Lead, Canterbury Christ Church University

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Hazel King – Senior Lecturer in Primary ITE, Primary Area Lead and Placement Tutor Year 3, Canterbury Christ Church University

Gill Rowland – Secondary Area Lead and Partnership Development Lead, Canterbury Christ Church University

Nurturing Research: Considering the place of research in our professional lives

This is the 2nd workshop in the Firefly set. The findings of our research project are supporting continued professional development.

Details about the workshop – a much as you can please as there will be an online booking system for partners:

In our research project, we found that what supported our mentors' professional development also supported the research team in developing their ability to do research.

In this workshop we would like to explore how this finding could help our partnership to develop a self-improving educational system in which we have opportunities for engagement in research and enquiry in order to address social inequality.

You will have the opportunity to consider the place of research in your professional life and to begin to develop some ideas for doing this. We aim to make this a connected learning community so that we can support each other as a community of learners as we develop our competences in doing research.

This workshop is the 2nd in the "Firefly" suite, but can be attended as a stand-alone.

Karen Vincent has worked in the School of Teacher Education and Development at Canterbury Christ Church University for 8 years. She has been teaching for 24 years in a variety of settings with an Early Childhood subject specialism. Karen's research interests are concerned with the role of the teacher educator and how we support our student teachers to teach our youngest children. As Primary Mentor Development Lead, Karen is currently involved in leading a research project within the Faculty of Education that aims to evaluate the impact of our partnership approaches to mentor and link tutor development. Karen has presented at various conferences including the British Education Research Association (2011), Teacher Educator Advancement Network, (2013, 2015), Self-Study in Teacher Education Practices: AERA, (2014), European Conference for Educational Research, (2013, 2015) and the Association for Teacher Education Europe, (2017).

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2.2 The Turing Suite

Sally Robinson - Principal Lecturer in the Faculty of Health & Wellbeing, Canterbury Christ Church University

Ian Durrant - Senior Lecturer in the Faculty of Education, Canterbury Christ Church University

Educating Children with Life-Limiting Conditions

There are about 49,000 children and young people in the UK with a life limiting or life threatening condition; very many are in mainstream schools and the numbers are rising. Conditions include cancer, cerebral palsy, brain injury and Duchenne muscular dystrophy. This workshop will share the findings from research which sought to understand teachers' views and experiences of working with children with these conditions, and to identify the support that they need. The multi-disciplinary research team used the findings to write a practical handbook for teachers and school-based staff. It aims to address teachers' concerns about; medical care, responding to government policies, children's emotional and behavioural needs, bereavement, how to communicate with children, families and professionals, teaching and learning strategies, and a school culture that includes support for teachers. We will share the book and try to answer your questions.

Sally Robinson leads the public health team at CCCU. She has developed, led and taught a wide range of undergraduate and postgraduate public health courses, including running short courses for student teachers. She has completed local and international research in the field of children's health promotion and is a registered play therapist.

Ian Durrant is a senior lecturer in education and a chartered psychologist. He has taught extensively on special educational needs and inclusion courses, including the National Award in Special Educational Needs Coordination. He has a strong research record related to inclusion, special educational needs and extended services.

2.3 The Brunel Suite

Dr Bob Bowie

Director of the National Institute for Christian Education Research, Canterbury Christ Church University

What really matters about teacher education at CCCU? A report of findings from interviews and surveys with school partners, university tutors and student teachers

This session will look at the findings of a research project led by CCCU but involving five universities with hundreds of students, university tutors and school teachers. It found some striking patterns and issues around what schools, students and staff members value most about teacher education. It revealed information about how schools, university tutors and student teachers viewed the Christian foundation of the university and it suggests there is a sense of a shared ethos around the values expressed in teacher education. There were also some significant findings that point to a question of trust in the teacher education system at the moment. The session will review the findings and explore what really matters about teacher education today.

Bob Bowie directs the National Institute for Christian Education Research (<http://www.canterbury.ac.uk/nicer>), one of the university research centres. He is Chair of the Association of University Lecturers in Religion and Education and is a National Teaching Fellow. His main research interests are in religious, Christian and human rights education and teacher education. He has published research in values education and policy, tolerance, and improving religious education exams and curricula. For 20 years he has authored best-selling secondary RE textbooks. Before working at the university, he was a local secondary school teacher. He regularly speaks at secondary school conference and national teacher conferences, as well as research conferences.

2.4 The Raleigh Suite A

Wendy Cobb - Senior Lecturer, Faculty of Education, Canterbury Christ Church University

Bea Stevenson - Family Links

Developing Social and Emotional Competencies

The building blocks for learning

Human beings are social learners. We develop our capacity for language in the early years through shared attention- and our natural inclination to understand and find out about the world can either be supported and developed through our interactions, or be gradually undermined by them. As teachers, we need to recognise these skills in ourselves, be supported with strategies to build on them, and then be in a better position to support children and young people to do so for themselves.

In this interactive session we will:

- Explore what we mean by social and emotional competencies
- Identify why and how social and emotional competencies should be prioritised in teacher education
- Begin to look at the strategies that can support and develop social and emotional competencies

Wendy Cobb is a Senior Lecturer at Canterbury Christ Church University and Family Links Partnership Project Lead. Wendy has held a variety of teaching, leadership and advisory roles including leadership coach for the Achievement for All charity, working closely with schools to develop strong partnerships with parents to support pupil progress. Wendy's current roles include pathway lead for the Post Graduate Certificate in Social and Emotional Learning, Primary Priority Lead for Behaviour and Working with Parents and Partnership Area Lead, Essex. She holds a Master's degree in Leadership and Management for Learning.

Bea Stevenson has a background in Primary teaching. Bea has focussed on the ways in which schools support both staff and young people to develop social and emotional competencies and wellbeing. Whilst working for an Education Business Partnership, she co - founded What's Cooking? a charity working with 11-16year olds in cafes in their communities which ran for three years. Managing Teach First's work in East London, Bea came to recognise the central importance of staff wellbeing and developed a strategy for empowering mentors in schools to support trainee teachers. As Head of Emotional Health at School, she co-chairs the Fair Education Alliance Impact Goal 3 group and is on the Steering Group for the National Children's Bureaus' Partnership for Wellbeing and Mental Health in Schools.

2.5 The Raleigh Suite B

Dr Andrea Ramos - Research Fellow, LASAR Centre, Canterbury Christ Church University

Dr Marc Brown - Research Fellow, LASAR Centre, Canterbury Christ Church University

Classrooms with Permeable Walls: Helping teachers to bridge subject compartments in school

This workshop is aimed at curriculum leads and KS3 teachers, to help them to contextualise their subjects as part of a multidisciplinary arena, in order to give their students a more joined-up experience of their education. Teachers will learn tips and strategies gained from our recent research that they can use to link subjects more easily and organically, and they will be given the opportunity to sign up to participate in further research to teach children to think in multidisciplinary ways in school.

Andrea Ramos has a PhD in Education, and has an interest in children's identity in educational experiences. Prior to gaining her PhD and joining LASAR, Andrea worked as an illustrator and artist specialising in children's content. At LASAR she is the lead researcher for the Permeable Walls project.

Marc Brown has a PhD in Physics, and is an experienced science lead at a high achieving secondary boarding school. As a research fellow at LASAR he has worked on material for encouraging multidisciplinary pedagogies in PGCE science students, and has been part of the development of the specialist STEM EDD.

2.6 The Magellan Suite

Emily Lau - Partnership Development Lead, Canterbury Christ Church University

Katie Cohen - UK Manager of international charity Roots of Empathy

Social and Emotional Learning: Increasing empathy in the classroom

Across the country, low levels in children's wellbeing is having a negative impact on their education and compounding the social inequalities they face when they leave school. This workshop will present a model for social and emotional wellbeing that we, at the Fair Education Alliance, believe should sit at the heart of every child, teacher and parent's experience of school. As an alliance, we would like to see a move away from the high stake accountability structures that focus so heavily on academic progress. For us, these structures not only compromise children's, teacher's and parent's wellbeing, but also fail to show the whole picture about an individual's social and emotional development. While we at the alliance will continue to campaign at a policy level for change, we are also continuing to champion the transformative programmes that organisations are running within schools to support children to develop healthy emotional skills. Roots of Empathy is one of these organisations.

Roots of Empathy is a charity that provides an evidence-based classroom programme. This is achieved through an experiential learning programme, which is delivered to the whole class rather than individual students. Roots of Empathy is helping to create a world in which people help more and hurt less by fostering empathy in children the programme awakens and strengthens empathy. With the help of a local baby and parent, a certified Roots of Empathy instructor and an age appropriate curriculum, children learn to identify and understand the baby's emotions, their own emotions and those of others. They see the vulnerability in the baby, who is sometimes sad, frustrated or lonely, and realise that despite our differences, we are all like the baby – we all share the same feelings. This deep understanding makes them more inclined to build bridges, become inclusive and accept differences.

Emily Lau is a Lecturer and Partnership Lead for the Faculty of Education at Canterbury Christ Church University. Before joining the university, Emily was Regional Manager for national youth organisation, Envision, working with young people on social action projects in their communities. She led the charity in numerous corporate partnerships with schools across London. She also spent many years teaching overseas and volunteering for international NGOs. Her research interests include youth social action, education and the inequality gap.

Katie Cohen is the UK Manager for Roots of Empathy. She has many years of experience in the voluntary and community sector. Katie was previously Head of Region for UnLtd, leading their grant making programme and co-authored a guide for Young Social Entrepreneurs. Katie studied Anthropology at University and her subsequent career has focused on supporting individuals to increase their own capacity through experiential learning and social entrepreneurship, this work is underpinned by a commitment and passion that individuals can be a force for positive social change.

Session 3 (14.05-14.50)

3.1 The Florence Suite

Hazel King – Senior Lecturer in Primary ITE, Primary Area Lead and Placement Tutor Year 3, Canterbury Christ Church University

Penny Webb – Senior Lecturer in Primary ITE and Primary Priority Lead for SEN and Inclusion, Canterbury Christ Church University

Gill Rowland – Secondary Area Lead and Partnership Development Lead, Canterbury Christ Church University

Karen Vincent – Senior Lecturer in Early Years and ITE, Primary Mentor Development Lead and Project Firefly Lead, Canterbury Christ Church University

Mentoring Styles: Supervision, Support or Collaborative Self-Development

This is the 3rd workshop in the Firefly set. The findings of our research project are supporting continued professional development.

Kemmis et al. (2014) see mentoring as a cooperative human activity which is framed, and can be enabled or constrained, by different contexts. Canterbury Christ Church University's research in to what is having an impact on the quality of mentoring in our Partnership (Project Firefly) has begun to identify key factors that support mentors' development. These include the development of relationships and reflecting on these in order to develop pedagogically excellent mentoring practice. It was found that mentors also benefit from frameworks to support them in developing their own principles in order to develop a sense of purpose and confidence.

This workshop will consider the different dispositions a mentor might adopt and foster when working with their mentees. It will use Kemmis et al.'s (2014) categories of supervision, support and collaborative self-development to support mentors in being conscious about the stances they take when mentoring and the responses these dispositions might encourage from their mentees. Project Firefly's research shows that many of our CCCU mentors see their role as supporting their mentees by being a helpful professional guide, but should mentors aim for the disposition of collaborative self-development where they develop alongside their mentee?

This workshop is the 3rd in the "Firefly" suite, but can be attended as a stand-alone.

Hazel King has been working at Canterbury Christ Church University since 2012, initially seconded on a part-time basis from school, before taking on a permanent position in 2015. She teaches on a range of undergraduate and postgraduate modules, predominantly on Primary Mathematics. Hazel has spent seventeen years as a class teacher in a range of primary schools in Hampshire and Kent, acting as a mentor for student teachers for most of those years. She is a Specialist Mathematics Teacher and has been involved in a number of projects in Kent primary schools to strengthen the learning and teaching of mathematics.

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Penny Webb has been a teacher educator at CCCU for nearly two and a half years. Previously, she had been a Primary school teacher and started her career in special education. She had been a CCCU mentor since 1999 and has always been passionate about developing the next generation of teachers, an interest which drew her toward becoming part of the 'Firefly' research group.

3.2 The Turing Suite

Chris Carpenter

Senior Lecturer, Faculty of Education, Canterbury Christ Church University

Why student teachers need to study pedagogy more than ever

Brian Simon's 'Why no pedagogy in England?' (1981) has come to be seen as a landmark in the field. In this work Simon was arguing, that for historical reasons, education in England lacked a coherent and principled pedagogy. Simon claimed that in the absence of such knowledge, the void had been filled by teachers tending to plan and justify their teaching by combining pragmatism and ideology. In some ways this can be seen as a similar perspective to David Hargreaves' (1996; 1997) calls for educational research to be focussed on the development of a systematic body of knowledge that could be used to inform practice. This debate has re-emerged more recently with the idea of an 'evidence base' as a policy 'motif' that was prominent in the Carter report into Teacher Education that was published in 2015 and also a number of policy messages since then.

In 2004 Alexander revisited Simon's work and argued that pedagogy has become subsidiary to curriculum. This is understandable as the Education Reform Act (ERA 1988) gave the secretary of state for Education over 250 extra powers and heralding a time of unprecedented political intervention in education. It follows that the introduction of a national curriculum can be seen as a way for the government to exert a measure of control over teachers by giving them more of a 'script'. Since the ERA 1988 the government has also taken a much more interventionist approach to assessment. So it can be concluded that if high levels of government control are required then if assessment and curriculum are tightly structured then in effect pedagogy is left to 'take care of itself'.

Alexander (2004) proposed that pedagogy is much more than the 'acts' of teaching and was shaped domains that enable, such as a concern with children and learning and those which formalise and legitimate such as culture and history. Given this, Alexander suggests that pedagogy should be pre-eminent as it is the capacity to execute different kinds of decisions and so 'curriculum' is merely one of its domains. Of course conceptions of 'curriculum' are not uncontested. The curriculum itself is a social construction (Grundy 1987) and can be understood in very different ways such as the form of a script (Popham 1972) or as more of a process (Stenhouse 1975).

Subjecting pedagogy to a close scrutiny is problematic as the notion of 'pedagogy' is contested not least as it is shaped by multiple theoretical and practical perspectives (Moon and Leach 2008). While the detail of educational policy under recent governments has moved on from the New Labour government that preceded them the neo-liberal ideologies have been a feature of public sector reform since they were introduced by the Conservatives in the 1980s have continued to be a feature underpinning educational policy until the present time.

In this session a number of arguments about pedagogy will be presented. First, that while the definition of pedagogy may seem to be self-evident it will be proposed in fact it is deeply contested. Alongside this a way of thinking about pedagogy will be proposed using Aristotle's three types of knowledge and

also drawing on Leach and Moon (2008). Second, that student teachers need to study pedagogy as pedagogy can be the site for addressing issues related to social issues such as inequality (Murphy, 2008). Third, that a deep understanding of pedagogy has the potential to enable student teachers to have greater levels of agency and be able to take a critical perspective on policy and practice.

Chris Carpenter is a tutor in the Faculty of Education at Canterbury Christ Church University. He came to Canterbury in 2000 to lead the secondary PGCE Physical Education, a role he carried out until 2016. At the moment he teaches aspects of PE on undergraduate courses and also teaches modules on learning theory, research methods and educational policy on the MA Education.

3.3 The Brunel Suite

Lizzie Burton

Lead Secondary History Tutor, Canterbury Christ Church University

Think you know all about 'the Tudors'? Think again!: Examining the role classroom materials can play in promoting social equality.

- This workshop is based on exploring the premise that social inequality is often perpetuated in schools by the way under-represented groups (race, gender, class, disability) are portrayed in class curriculum materials.
- As teacher educators one of the biggest impacts we can have to promote social equality in schools, is to expose our student teachers to a range of curriculum materials which aim to tackle misrepresentation and under-representation of a diverse range of people.
- We need to open up the debate and get students thinking about whether going into schools and accepting a scheme of work or a certain textbook as a done deal is good enough.
- We will have fun exploring this idea in detail looking at a quintessential KS3 history topic - 'The Tudors' as a starting point to get you thinking!
- There will be time to share and explore ideas on how to inspire student teachers from your own subject area to interrogate classroom materials in order to strive for better inclusive practice.

Lizzie Burton is the Lead Secondary History Tutor at CCCU. She is a very enthusiastic history teacher when she has the chance to work in schools and is really interested in supporting mentor development within the partnership. She is currently trying to embed more digital technology into her own teaching practice with varying success!

3.4 The Raleigh Suite A

Keith Saunders – Partnership Development Leader for North Kent and Secondary Area Lead in the School of Teacher Education, Canterbury Christ Church University

Alison Cogger – Faculty Director for School, College and Learning Setting Partnerships and strategic lead for Higher and Degree Level Apprenticeships, Faculty of Education, Canterbury Christ Church University

Higher Level and Degree Apprenticeships – what’s going on?

This symposium will provide opportunities for colleagues to find out more about the Faculty’s vision for Higher Level and Degree Apprenticeships and our current position. During our discussions we will invite colleagues from across the phases to contribute to thinking about future curriculum developments linked to the wider apprenticeship agenda and the potential for routes in ‘Childcare and Education’.

The symposium is designed to be both informative and discursive.

Keith Saunders has taught in a number of secondary schools, specialising in Modern Languages, becoming Deputy Head and Acting Headteacher of a large comprehensive in Hertfordshire. In 2002 he was a consultant to the Teacher Training Agency, subsequently the Training and Development Agency for Schools, specialising in partnerships. He was the first Regional Partnership Manager (South-East) for the TDA and then took on a role advising Training Schools across the South-East and London.

Since joining the Faculty of Education Keith has led the iTeach PGCE programme the first School Direct programme in collaboration with a number of leading academy chains and schools, especially in London and is the Partnership Development Lead for the North Kent area. He is the academic lead for the PGCE programme run in collaboration with the Bromley Schools Collegiate, a School-centred ITT provider in South-East London.

Keith is studying for a Doctorate in Education, focusing on School Leadership.

Alison is the Faculty lead working alongside a range of colleagues looking at Higher Level and Degree Apprenticeships and potential for development. Alison is part of the University’s Higher Level and Degree Apprenticeship Working Group. She is the Faculty representative on the University’s Collaborative Provision Sub-Committee. Alison is a member of the Faculty Quality Committee and the Partnership Executive Committee (PEC). Alison leads the work on developing mentors through the Mentor Development Programme (MDP) with our partners in Early Years ITT, Primary and Secondary schools in the School of Teacher Education and Development (SoTED).

Alison was the Programme Director for the PGCE 14-19 from 2008 – 2014 and contributes to Curriculum Studies for Psychology & Health and Social Care.

Alison is studying for a Doctorate in Education and the focus for her thesis is on the professional identity of teachers teaching 14-19 vocational subjects and their initial teacher education experience.

3.5 The Raleigh Suite B

Sarah Goodwin

Teacher, St Peter’s C of E Primary School, Folkestone

Why use drama?: Practical and engaging activities to raise aspirations and outcomes for all

This practical workshop will explore ways to use drama throughout the primary curriculum. We will look at how lack of language exposure and life experiences can be a barrier to learning. Children like to move, interact with others and above all, have fun! In drama we ask them to do all these things, making learning enjoyable and memorable. Participants will have the opportunity to take part in dramatic activities to experience ways in which we can develop creativity, enquiry, self-confidence, team building, negotiation and communication.

Drama activities will include:

- Warm-up games
- Games for vocabulary reinforcement
- Activities for exploring stories – deepening understanding
- Story composition ideas

Sarah Goodwin is a teacher, literacy leader and student mentor at St Peter’s C of E Primary School in Folkestone, Kent. She is also a Specialist Leader of Education for art and drama in Shepway. Sarah has been researching the use of drama to raise standards at her school, which is set in an area of high deprivation. The children she works with enter school with limited vocabulary and life experiences, which prove to be a barrier to learning and aspirations. She has introduced the use of regular drama sessions to engage and motivate children and to improve their understanding, language and communication.

3.6 The Magellan Suite

Dr Florence Ruby

Researcher, The Nurture Group Network

An Introduction to Nurture in Education

Schools and teachers are increasingly aware of the role they can play to support the mental health and social emotional wellbeing of their pupils, but they may struggle to find practical and effective strategies they can implement to make a difference. In this workshop, Florence will introduce the nurturing approach and highlight the positive impact it can have on pupil (and staff) wellbeing. Delegates will be given insights into how nurture can be embedded across the school, whether it is through a nurture group, in the classroom or as a whole-school approach. Florence will also share starting points for delegates wanting to support the children and young people they work with.

Florence joined The Nurture Group Network as a researcher in 2016 after completing her PhD in Psychology and Cognitive Neuroscience from the University of York. At NGN Florence is responsible for gathering, analysing and using evidence available on nurture, making sure the charity implements evidence-based practices to the nurturing approach. She is currently working on the Boxall Childhood Project, a 2-year project exploring the benefits of monitoring all pupils’ wellbeing using the Boxall Profile.

Session 4 (15.10-16.00)

4.1 The Florence Suite

Gill Rowland – Secondary Area Lead and Partnership Development Lead, Canterbury Christ Church University

Penny Webb – Senior Lecturer in Primary ITE and Primary Priority Lead for SEN and Inclusion, Canterbury Christ Church University

Hazel King – Senior Lecturer in Primary ITE, Primary Area Lead and Placement Tutor Year 3, Canterbury Christ Church University

Karen Vincent – Senior Lecturer in Early Years and ITE, Primary Mentor Development Lead and Project Firefly Lead, Canterbury Christ Church University

Transferable Mentoring Skills: How Can the mentoring skills developed through ITE support NQTs, RQTs and beyond?

This is the 4th workshop in the Firefly set. The findings of our research project are supporting continued professional development.

We know that retention is a real concern within our profession and that fall out is particularly high in the first three years. Project Firefly have discovered through their research into the mentoring of student teachers that there are four themes that underpin the development of mentors, namely; the development of relationships, making sense of processes and frameworks for mentoring, support and resourcing and an intrinsic framework for mentor development that facilitates the development of principles, purpose and confidence.

This workshop will look at how some of these lessons help us also mentor those who are newly or recently qualified. Additionally the workshop will enable you to consider how to support colleagues who have been in the profession for some time and thus help them to become more confident and secure as teachers.

We will look at some of the things current student teachers have identified as concerns for their NQT year, the qualities of NQT mentors that have been effective in the continued professional development of their NQTs and some of the potential stumbling blocks to good NQT mentoring.

This workshop is the 4th in the "Firefly" suite, but can be attended as a stand-alone.

A CCCU alumna, Gill Rowland was a teacher and Senior Leader in Kent schools before joining the Faculty of Education at CCCU. A key focus and passion throughout has been the professional development of staff at all stages of their career and the transformational power of high quality coaching and mentoring. As a Secondary Area Lead Gill has enjoyed the opportunity to work with school mentors to develop their skills. She has helped to develop and deliver the Mentor Development Programme and been part of the "Firefly" research group that has been exploring the impact of approaches to mentoring within Partnership schools.

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4.2 The Turing Suite

Ralph Leighton

Senior Lecturer in Education, Canterbury Christ Church University

So THAT's what Citizenship Education is about!

The content of this workshop will depend almost entirely on the participants. The recent report by the House of Lords Standing Committee on Education has recommended that Citizenship Education should not only continue to be compulsory in all schools, but that it should be an Ofsted focus and that every schools should have at least one citizenship 'expert'. Such expertise can be gained through PGCE or Schools Direct, but these are not options for practicing teachers who are expected to show citizenship education awareness through their own subjects . . . which is where this workshop comes in. After a short outline of the nature and requirements of Citizenship Education in the National Curriculum for England, we will look at different ways in which some subjects already implicitly address the subject and how others could follow. It is envisaged that most of the time will be taken with exchanging practical strategies and resources.

Ralph Leighton has taught in high school, grammar school, further and higher education in Kent since 1981, and is a former A level Sociology examiner and GCSE Social Science Chief Examiner. Trained as a teacher of sociology, Ralph has also taught economics, general studies, history, maths, politics, psychology, RE. He was seconded to Canterbury Christ Church University to develop a pre-service course for Citizenship Education teachers in 2002. Ralph is also former Programme Director for the secondary PGCE at Canterbury Christ Church University [2007-10].

He has contributed to university courses ranging from foundation degrees to post-graduate, and as an external examiner, and was involved in the National Academy for Gifted and Talented Youth. Ralph's other consultancies include working in collaboration with the UK Government's Department for Children, Families and Schools (2007 – 2010) in developing an in-service programme for teachers of other subjects who desire to become teachers of Citizenship Education. More recently, Ralph was a member of the working group which developed the Olympic Values Education Programme for the International Olympic Committee based in Berlin.

Ralph has written material for several online educational resource banks, and for texts intended to support post-graduate students and practicing teachers. His published research on Citizenship Education is wide-ranging, concerned with the nature of school provision of Citizenship education and factors which influence teacher perceptions and delivery of Citizenship, as well as the potential for social change which the subject presents. Ralph has spoken at a number of conferences in the UK and in Germany, Belgium, Poland, Portugal and Spain and is the author of 'Teaching Citizenship Education: A Radical Approach' published by Continuum (2012). He is currently engaged in joint comparative research into young citizens' self-image in Sweden and England, to be published in 2020, and is editing a book which will support non-specialist teachers of Citizenship Education. Ralph was appointed Fellow of the Royal Society of Arts in 2016.

4.3 The Brunel Suite

Tony Mahon

Director for International Development, Faculty of Education, Canterbury Christ Church University

Unlocking the Transformational Potential of Teacher Education in Palestine

Education has the potential to impact upon every stage of the journey to a better life, especially for the poor, vulnerable and oppressed. However, access to schooling is not sufficient on its own to unlock the wider benefits of education. More than anything else children need equitable access to excellent teaching if there is to be any chance of realising the potential that education offers to transform lives.

Since 2011, the Faculty of Education at CCCU has worked collaboratively with the Ministry of Education and Higher Education and seven universities across the West Bank and Gaza Strip of Palestine. Working on large scale projects funded by the World Bank and European Commission, developments have focussed upon complete reform of the teacher education sector for Grades 1 – 4. This has included redesign of all aspects of initial teacher education degree programmes and the systematic upgrading of the knowledge and skills of 2500 serving teachers who are deemed to be under-qualified. This session will provide an overview of the main components of the project work and highlight ways in which the interventions have brought about systemic change to teacher education in Palestine. Critical questions will be raised about the meaning of transformation within a specific cultural context and the extent to which such large-scale development work can transform lives or simply result in conformity to externally imposed change.

Before joining CCCU, Tony spent 25 years working as a teacher, teacher educator and education development consultant in Egypt, Saudi Arabia, Philippines, Japan and Hong Kong. While at CCCU he has been a passionate advocate of internationalisation and provides leadership in staff and student international mobility, internationalisation of the curriculum, and international knowledge exchange and consultancy. In 2008 he established a highly successful student mobility programme which has led to more than 600 students undertaking international placements in more than 20 countries. Tony is also Project Leader for the Teacher Education Improvement Project (TEIP) funded by the World Bank and the Raising the Quality of Teacher Education Programmes in Palestine (RQTEPP) funded by the European Commission.

4.4 The Raleigh Suite A

Tsige Sherington

Apprenticeship Unit Manager, Canterbury Christ Church University

Higher Level and Degree Apprenticeships at Canterbury Christ Church University

The University is committed to developing apprenticeship routes and Tsige will provide information on what is happening across the University. This session will also include an overview of systems and processes involved in Higher Level and Degree Apprenticeships for example, rules, regulations and contracts – accessing your digital accounts.

This workshop will include a demonstration of the electronic system widely used for apprenticeships.

Tsige manages the work of the apprenticeship unit and Delivering a single point of contact for employers and academic administration ensuring that all parties are compliant with government funding contract.

Tsige has over twelve years' experience in project management and administrative positions in Higher Education and International Organisation. The last seven years she has been managing Kent and Medway STEM (Science, Technology, Engineering and Maths) Ambassadors for the STEM Project at CCCU which is part of the National STEM Learning Centre. She worked very closely with primary/secondary schools STEM leaders and employers in STEM areas. This is to ensure STEM Ambassadors are seen by increasing numbers of teachers, schools/colleges, employers/professional bodies, Government and others as a key part of the STEM support infrastructure, with identifiable positive impacts on young people, teachers and supporting organisations.

4.5 The Raleigh Suite B

Dr Lee Hazeldine

Senior Lecturer, Faculty of Education (SOTED), Canterbury Christ Church University

Affective Spaces: Multimodal learning explorations beyond the classroom

Pedagogy is increasingly perceived as an affective experience in which space and learning are intertwined. An active, multimodal and collaborative process of engagement within educational spaces provides opportunities greater inclusivity and differentiation within learning.

Using educational trips to Aylesford Priory and Birmingham city centre as an example, this workshop demonstrates how digital technology has the potential to produce collaborative, multimodal spaces that capture affective experiences that both widen inclusivity and participation.

This workshop will be useful for those wishing to capture individual and collaborative multimodal learning explorations. The session will provide opportunities to collaboratively explore learning spaces using Google Maps, SWAY and Padlet. Learning guides and resources for the strategy will be provided.

Lee Hazeldine is a Senior Lecturer in Blended Learning and the Programme Coordinator upon the Subject Knowledge Enhancement courses at CCCU. He has worked as a Learning Consultant in the East Midlands and has taught extensively upon a variety of undergraduate courses and further education programmes. After completing a PhD in Philosophy in 2013, he is currently researching digital strategies for affective learning.

4.6 The Magellan Suite

Maria Elsam

Senior Lecturer, Faculty of Education, Canterbury Christ Church University

How 'heavy' is your Primary Science Teaching?

There has been much interest in the media regarding the lack of science teaching in primary schools. Let's take time to explore the rationale behind this thinking and consider what really makes for an engaging primary science lesson. The thinking in the context of the conference agenda, is to consider the characteristics of a good primary science lesson, whilst also reflecting on how inspirational the experience can be for both teachers and pupils. The thinking being that interest and career choices in science/STEM subjects will enable social equality and mobility.

Maria Elsam is a Senior Lecturer in Education within the Department of Primary Education. She is the Programme Director for the BA Part-time Primary Education Programme. She teaches on numerous undergraduate and postgraduate science programmes and is Primary Science Lead. Her background stems from working as a research scientist in the industries of both pharmaceuticals and interior/exterior surface coatings. She completed her PGCE Post-Compulsory whilst teaching on a science degree programme at Canterbury at Canterbury Christ Church University.

Maria is a member of the Association of Science Educators and is registered as a Chartered Science Teacher, she is also a Science, Technology, Engineering and Mathematics (STEM) Ambassador. Maria is actively involved in running STEM workshops.

ANY QUERIES PLEASE CONTACT:

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