

**King's College London Initial Teacher Education  
Partnership Conference June 30<sup>th</sup> 2021**



# Programme

## **10.00 Keynote Speech: James Noble-Rogers, Executive Director, Universities Council for the Education of Teachers**

In the context of the implementation of the Core Content Framework, the introduction of the Early Career Framework and the outcomes of the market review of initial teacher education, James will give an overview of the current landscape for teacher education and development.

## **11.15 Session A Workshops/Seminars**

[Please choose from the selection of workshops described pp.3-4](#)

## **12.30 Lunch**

## **1.15 Session B Workshops/Seminars**

[Please choose from the selection of workshops described pp.5-6](#)

## **2.45 Keynote Speech: Dr Lizzie Rushton and Dr Simon Gibbons – 'Developing teacher quality and classroom readiness during Covid-19: Potential implications for partner schools emerging from research with 2020-21 ITE trainees'**

Lizzie and Simon will present early findings from the ESRC funded project which examines the impact that Covid has had on trainee teachers from the 2019-20 and 2020-21 cohorts. In this talk they will focus particularly on emerging findings related to the 2020-21 cohort and the messages these may have for schools employing ECTs in September.

## **3.45 Conference plenary and close.**

\*Please note that all these events will be held online, and meeting links will be sent through closer to the time. If you have any questions please email [pgce@kcl.ac.uk](mailto:pgce@kcl.ac.uk)

# Session A Workshops (11.15-12.30)

Please select one workshop/seminar

**Designing an ITT CPD curriculum based on the Core Content Framework (Julia White, PCM - Prendergast School and Ellie Hopkins, Teaching and Learning Lead - Prendergast School)**

In this session we will share how we have planned and timetabled weekly CPD sessions for Schools Direct and PGCE ITT students drawing on the expertise of teaching professionals and support staff from across the whole school body. We have carefully aligned our sessions with the CCF and modified them to meet the separate needs of the SE1 and SE2 cohorts. In this session we will share practical examples of the training sessions that we use with our students and explain how we use digital platforms to share resources and evaluate the CPD.

**Going off the flightpath: approaches to teaching and assessment that acknowledge the messiness of learning (Richard Brock – King’s College London)**

Piaget’s influential stage theory has led to models of progression in school that assume learners will progress at a linear rate through well-defined phases of learning. In this session, I will examine research and present data which critiques that assumption and emphasises the ‘messiness’ of learning. I will consider how classroom practice and school policy can more realistically model learning.

**Exploring the pedagogical arguments for School Maker Spaces (Heather King, King’s College London)**

Following the success of the community maker movement (and the increased availability and decreasing cost of specialised tech such as 3-D printers) many schools are now thinking about setting up their own Maker Spaces. But what do they offer learners, and do they require specialised teaching practices and support?

In this session, we will explore the pedagogical bases of making, and discuss the ways in which a making approach can be implemented across the curriculum. We will share findings from our research, and also lessons learnt teaching Making and Creating with MA Education students here at King’s.

A complementary session exploring the practicalities of makerspaces will run this afternoon.

**Dialogic Teaching as a method for improving student engagement and learning (Christian Atwell, King’s College London)**

Drawing on Robin Alexander's Dialogic Teaching Companion (2020) and work done by myself on the EEF funded Maths-for-Life project, I will discuss key principles of such a teaching method and suggest strategies for developing the quality of and utilising talk in the classroom.

## **Should I stay or should I go? Factors affecting early career teacher retention (Emma Towers and Jane Jones, King's College London)**

Pre-pandemic figures show that approximately 1 in 10 secondary school teachers in England leave the teaching profession each year with a third of teachers leaving the profession within five years of qualifying. Teacher retention, particularly among early career teachers, is thus a critical matter for the teaching profession. In this session, we will explore those factors that prompt teachers to stay in the profession with a focus on teachers in the early years of their careers. We will share our early findings from the ESRC funded project: *Sustaining Teacher Quality and Retention post-pandemic* and together with findings from our own ongoing research, we will consider what is needed to encourage our beginning teachers to remain in teaching. Together with delegates attending the session, we will explore what practical steps we can take in our own roles to foster a profession worth staying for.

## **EAL and the language of RE, Classics, MFL and English (Christina Richardson, King's College London)**

This session will provide a brief overview of key current issues within EAL and will offer an opportunity to explore subject literacies across the curriculum. Working within the subject groups represented on the King's PGCE course, we will discuss the content and language requirements of the different subject areas represented on the King's PGCE course and share approaches and practices in supporting EAL learners' language development in these subjects. The session will draw on a series of articles published by the National Association for Language Development Curriculum (NALDIC) – the subject association for EAL – in their termly publication, EAL Journal. The workshop will begin by sharing articles written by PGCE colleagues (The Language of RE and Geography) and as well as showcasing accounts by former kcl trainees of how they have been working with EAL learners in their classrooms and hearing from group participants themselves.

We will then divide into subject groups and look at supporting learners with EAL within the subject areas with a particular focus on the 'Language of ...' with a view to sharing ideas and contributing to the journal series: 'The Language of ...' providing subject specific sets of guidance for potential publication in the EAL journal or related publications, if participants are willing.

## **A workshop for new Professional Coordinating Mentors (Alex Manning, King's College London)**

The role of the PCM is critical to the effective running of ITE in schools. This session is aimed at those new to the role and will offer practical help and support, covering the different aspects of the role, the expectations, and responsibilities.

## **Session B Workshops/Seminars (1.15-2.30)**

**Please select one workshop/seminar**

### **Designing an ITT CPD curriculum based on the Core Content Framework (Julia White, PCM - Prendergast School and Ellie Hopkins, Teaching and Learning Lead - Prendergast School)**

In this session we will share how we have planned and timetabled weekly CPD sessions for Schools Direct and PGCE ITT students drawing on the expertise of teaching professionals and support staff from across the whole school body. We have carefully aligned our sessions with the CCF and modified them to meet the separate needs of the SE1 and SE2 cohorts. In this session we will share practical examples of the training sessions that we use with our students and explain how we use digital platforms to share resources and evaluate the CPD.

### **Investigating the experience of BAME trainee teachers (Simon Coffey, Amy O'Brien and Khadijah Asari, King's College London)**

For a number of years our attainment data on the PGCE have shown a relative attainment gap exists for BAME male trainees. We are also aware that BAME colleagues are under-represented in the teaching profession, especially in certain subjects. This prompted us to investigate possible causes for this gap with a view to improving what we do and to help all trainees feel more fully supported throughout the PGCE year and, hopefully, beyond. Within the context of a King's funded project, we undertook a series of interviews with BAME trainees and with PGCE tutors from across the subject range and in this workshop, we will share our early findings from the project. We will invite your responses and would like to encourage a broader dialogue about how we – across the partnership – can support a more diverse workforce and a more inclusive curriculum

### **Building Collaborative Support for International Trainee-Teachers (Arthur Galamba, King's College London)**

About 15% of PGCE students in England were educated abroad. Yet very little has been reported on the experience of international pre-service teachers, particularly those with no previous teaching experience, to integrate in the English educational system, i.e. understand the school culture, school structure, teaching methodologies, the use of specialised terminologies, and relations of power. This workshop aims at raising awareness of international trainees' needs and developing a structure of support to those trainees. I will draw on my recent research to propose strategies of support international trainees and draw on data collected to discuss with workshop participants further strategies of support.

## **Exploring different forms of making and the practicalities. (Alex Hadwen-Bennett, King's College London)**

Many teachers – across all subjects - are developing an interest in the maker movement and would like to incorporate aspects of it in their teaching but are not sure where to start. In this session, we will explore the practicalities of facilitating making activities either in the classroom or maker space. We also will share some example projects which employ a range of techniques and mediums, including textiles, 3D printing, electronics, and programming.

## **Dialogic Teaching as a method for improving student engagement and learning (Christian Atwell, King's College London)**

Drawing on Robin Alexander's Dialogic Teaching Companion (2020) and work done by myself on the EEF funded Maths-for-Life project, I will discuss key principles of such a teaching method and suggest strategies for developing the quality of and utilising talk in the classroom.

## **EAL and the language of computing, science, maths, and geography (Christina Richardson, King's College London)**

This session will provide a brief overview of key current issues within EAL and will offer an opportunity to explore subject literacies across the curriculum. Working within the subject groups represented on the King's PGCE course, we will discuss the content and language requirements of the different subject areas represented on the King's PGCE course and share approaches and practices in supporting EAL learners' language development in these subjects. The session will draw on a series of articles published by the National Association for Language Development Curriculum (NALDIC) – the subject association for EAL – in their termly publication, EAL Journal. The workshop will begin by sharing articles written by PGCE colleagues (The Language of RE and Geography) and as well as showcasing accounts by former kcl trainees of how they have been working with EAL learners in their classrooms and hearing from group participants themselves.

We will then divide into subject groups and look at supporting learners with EAL within the subject areas with a particular focus on the 'Language of ...' with a view to sharing ideas and contributing to the journal series: 'The Language of ...' providing subject specific sets of guidance for potential publication in the EAL journal or related publications, if participants are willing.