

## **Pedagogy, politics and teacher education: an international conference**

### *Call for proposals:*

Teacher education continues to be the focus of reform in many countries, at both pre-service and post-qualification (continuing professional development) levels). The elision of teaching and teacher education with economic performance continues to motivate reform as policy-makers seek to make national public education systems globally competitive. More recently, these reforms have been framed by an equity narrative, demonstrating the appeal of concepts such as ‘social mobility’ even to Conservative reformers. To achieve ‘social mobility’, so the argument goes, teachers need to be equipped with specific skills, routines or even scripts designed to lead to measurable improvements in their students’ academic attainment. Continuing professional development is intended to make teachers ‘keep getting better’ so that they can ‘liberate’ their students from situations of poverty, racism and other injustice. Teachers, from this perspective, are the ‘engines of social mobility’ and teacher education is treated as a ‘one size fits all’ solution to societal problems rather than merely those of professional learning. Structural constraints and entrenched societal inequities are no match for ‘the importance of teaching’.

These dominant and often persuasive arguments from policy-makers remind us – if we needed reminding – that pedagogy is political and that the institutions and practices of teacher education are about more than the ‘best’ way of preparing and supporting teachers. The ultimate object of pedagogy is the kind of society we wish to create and teacher education plays a critically important part in this process. Reformers recognise this critical importance; teachers and teacher educators sometimes forget. While discussions ensue concerning the ‘best evidence’ or what research can tell us about the ‘content’ of teacher preparation (such as current moves in England for a prescribed ITE framework and the associated inspection of ‘ITE curriculum quality’), the broader contribution of teachers and of schools to society is marginalised or goes unacknowledged. While teachers may be positioned as ‘engines of social mobility’ by being equipped with prescribed skills, they are not required to be (and may be actively discouraged from being) agents of social change.

This international conference at King’s College London will bring together researchers in teacher education and related fields to engage in an extended dialogue about pedagogy, politics and teacher education.

The conference committee seeks research-based proposals for paper and poster presentations that address these and related questions in national and international contexts.

### Paper proposals:

Proposals for papers should include the following information in one document attached to a covering email to CITED@kcl.ac.uk.

1. Names, institutional affiliations and email addresses of all authors/presenters;
2. Title of paper and conference theme to which it is most closely related;
3. Up to 6 key words;
4. 500 word abstract of paper to include key/research questions; theoretical perspectives; methodology; findings and key claims; a list of references is not included in the word limit.

Poster proposals:

Proposals for poster presentations should include the following information in one document attached to a covering email to [CITED@kcl.ac.uk](mailto:CITED@kcl.ac.uk):

1. Names, institutional affiliations and email addresses of all authors/designers;
2. Title of poster and conference theme to which it is most closely related;
3. Up to 6 key words;
4. 300 word abstract of paper to include key/research questions; theoretical perspectives; methodology; findings and key claims; a list of references is not included in the word limit.

Symposium/panel proposals:

If you would like to propose a symposium or panel discussion slot (comprising a minimum of 4 papers and discussion), please contact [sarah.steadman@kcl.ac.uk](mailto:sarah.steadman@kcl.ac.uk) in the first instance.

*Timeline:*

All deadlines midnight UK time.

**Deadline for proposals:** 10 January, 2020

Decisions to proposers: 31 January, 2020

**Early bird registration deadline:** 19 February, 2020

**Final registration deadline:** 22 April, 2020