



## 10<sup>th</sup> Annual Teacher Researcher Conference Saturday 19 June 2021 / 9.30am-1pm (online)

Zoom link: <https://universityofsussex.zoom.us/j/96226232201>

Padlet for thoughts during or after the conference:

<https://uofsussex.padlet.org/sajpinnick/ljzbuzben0sw7wp>

This conference, hosted by the Centre for Teaching & Learning Research (CTLR) and the Centre for international Education (CIE), will feature short presentations by Education MA and Doctoral Researchers within the Department of Education on the broad theme of teacher development and practice, spanning education for 3-18 year olds in the UK and globally.

Presentations will be followed by opportunities to engage in facilitated discussion and the conference will begin with the keynote presentation '**Developing attachment and trauma awareness in UK schools**' by Professor Emerita Judy Sebba from the University of Oxford (and formerly the University of Sussex).

In 2012, Judy set up the [Rees Research Centre](#) at the University of Oxford, which focuses on the education and social care of children in care and children in need. Prior to this, Judy was a Professor of Education at the University of Sussex. Judy's previous research includes the Nuffield Foundation-funded Educational progress of children in care and a large-scale randomised control trial of paired reading with foster carers (in collaboration with Queens University, Belfast). Funded by the Alex Timpson Trust, the Centre is also evaluating Attachment and Trauma training in schools across England. Judy was awarded an OBE in 2018.

9.30 Welcome: Julia Sutherland and Sean Higgins

9.35 Keynote: Professor Judy Sebba - Developing attachment and trauma awareness in UK schools

10.25 Break-out groups

10.35 Q and A with Judy Sebba

10.45 Break

10.50 You will be able to select a 'Themed Room' (see below), where you will hear three or four presentations and have time for questions and discussion. There will be a short break half way through.

12.45 Discussion and plenary

**Choose one of the five themed rooms and write your name and chosen room in Chat on arrival. Full descriptions on the following page.**

<b>Room 1</b>	<b>Theme : Teacher Development</b>	<b>Chair: Simon Thompson</b>
<b>Presenter</b>	<b>Title</b>	<b>Time</b>
Jane Sedgwick	Reflective sketchbooks for Primary teacher trainees: tracing the connections	10.55
Ramona Saraoru	Teacher Professional Learning in the United Arab Emirates: A Case Study of a Professional Learning Community in a Public School in the Emirate of Abu Dhabi	11.20
Alejandro Farieta Barrera	New Policy Regulations for Initial Teacher Education Programs in Colombia	11.55

<b>Room 2</b>	<b>Theme: Primary Education</b>	<b>Chair: Sean Higgins</b>
<b>Presenter</b>	<b>Title</b>	<b>Time</b>
Emma Clark	Exploring parents understanding and perspectives on play as an educational learning tool, in comparison to their children's thoughts.	10.55
Laura Boyd	Does the Primary National Curriculum favour knowledge-based content over a skills-based approach? Teachers' perceptions of working with the Primary History curriculum.	11.20
James Gardiner	Reconceptualising Physical Education, valuing agency and self efficacy within a broader understanding of holistic education.	11.55

<b>Room 3</b>	<b>Theme: Learner-Centred Pedagogy: Motivation, Engagement and collaborative learning</b>	<b>Chair: Julia Sutherland</b>
<b>Presenter</b>	<b>Title</b>	<b>Time</b>
Deborah Upchurch	Multiple Perspectives on Reading for Pleasure: A Case Study	10.55
Theresa Gooda	Reading Re-Cognized: Fostering collaborative reading pedagogies to reconstruct reading teaching practice in the secondary English classroom	11.20
Mohamed Osman	Learner-Centred Pedagogy in Somalia: Exploring the Beliefs and Practices of Teachers, Principals, and Teacher Trainers	11.55
Mike Lambert	Developing Motivation for continuing learning languages at GCSE	12.20

<b>Room 4</b>	<b>Theme: Special educational needs, social disadvantage and engagement</b>	<b>Chair: Jo Westbrook</b>
<b>Presenter</b>	<b>Title</b>	<b>Time</b>
Megan Ennion	The Perfect Perceptions for Academic Success: Growth-Mindset or Greater Perceived Control?	10.55
Ali Cohen	Exploring the experiences of teacher/parents of children with special needs and the impact potential upon their classroom practice	11.20
Michael Holland	Investigating An Engagement Gap Between Disadvantaged and Non-Disadvantaged Students	11.55
Leah Nimz	Teaching for Mastery in Mathematics in Special Needs: Exploring teacher perspectives and considering the role of Teacher Research Groups	12.20

<b>Room 5</b>	<b>Theme: Disrupted Education</b>	<b>Chair: James Williams</b>
<b>Presenter</b>	<b>Title</b>	<b>Time</b>
Donna Comerford	What is the nature of education during climate related internal displacement: Perspectives of a rural community in Fiji.	10.55
Amy Kingman	Investigating the impact that remote teaching during the Covid-19 pandemic has had on teachers' utilisation of tablet technology	11.20
Charlotte Handford	How can we successfully equip Key Stage 5 students to take ownership of their learning through peer collaboration in online contexts?	11.55

## Abstracts

Room 1	Theme : Teacher Development
Presenter	Title and abstract
Jane Sedgwick	<p><b>Reflective Sketchbooks: Tracing the Connections</b></p> <p>An exploratory study into the value of reflective sketchbooks for primary PGCE trainees. Using interviews and visual research methods, this qualitative study, situated within feminist methodology, explores how visual approaches impact on reflexivity and the development of teacher identity.</p>
Ramona Saraoru	<p><b>Teacher Professional Learning in the United Arab Emirates: A Case Study of a Professional Learning Community in a Public School in the Emirate of Abu Dhabi</b></p> <p>This is a qualitative study that focuses on teachers' professional learning in the context of a professional learning community in a public school in the emirate of Abu Dhabi, in the United Arab Emirates. The research will examine the outcomes and the process of teachers' learning in this community.</p>
Alejandro Farieta Barrera	<p><b>New Policy Regulations for Initial Teacher Education Programs in Colombia</b></p> <p>From 2015 to 2017, a series of policy regulations were enacted by the National Government of Colombia to improve quality of initial teacher education. The new regulations compelled the B.Ed. undergraduate courses to 1) obtain high-quality accreditation; 2) increase the academic credits in school practices and 3) compel distance programs to increase on-campus credits and practices. All these regulations compelled the programs to makeover their curricula, but the results, evaluated through standardized tests, seems not working. The main question of the research is why this intervention is not working? Next, a first, quantitative approximation, will be exhibited. Other socioeconomic characteristics of students seem to explain the scores and why policy regulations are not working, and possibly, instead of improving education, can be harmful specially in regions where only distance programs can reach students. A second part of the research, more qualitative and in field, is pending.</p>

Room 2	Theme: Primary Education
Presenter	Title
Emma Clark	<p><b>Exploring parents understanding and perspectives on play as an educational learning tool, in comparison to their children's thoughts.</b></p> <p>The focus of the research is to explore parent's current understanding of play as an educational learning tool including their perspectives on an early year's classroom in comparison to a 'traditional' classroom. My study will also include research of the children's perceptions of learning and play, this will focus on how they feel they learn and sharing examples of what they believe to be their best learning. The research methods include questionnaires with parents and using the mosaic approach with the children.</p>
Laura Boyd	<p><b>Does the Primary National Curriculum favour knowledge-based content over a skills-based approach? Teachers' perceptions of working with the Primary History curriculum.</b></p> <p>The focus of this research is to look at teachers' perceptions of knowledge and skills within a primary history curriculum.</p>
James Gardiner	<p><b>Reconceptualising Physical Education, valuing agency and self efficacy within a broader understanding of holistic education.</b></p> <p>This research considers a post humanist reflection of a junior school's remodelling of the implementation of out-of-school-hours activities to promote pro environmental, pro health and pro social behaviours.</p>

<b>Room 3</b>	<b>Theme: Learner-Centred Pedagogy: Motivation, Engagement and collaborative learning</b>
<b>Presenter</b>	<b>Title</b>
Deborah Upchurch	<b>Multiple Perspectives on Reading for Pleasure: A Case Study</b> This qualitative study sought to gather a picture of children's, teachers' and parents' knowledge and understanding on reading for pleasure in primary age children.
Theresa Gooda	<b>Reading Re-Cognized: Fostering collaborative reading pedagogies to reconstruct reading teaching practice in the secondary English classroom</b> A participatory action research approach to explore teachers' reading ideologies and consider the relationship between reading pedagogies and classroom practice, which challenges the current 'what works' approach to continuing professional development for English teachers.
Mohamed Osman	<b>Learner-Centred Pedagogy in Somalia: Exploring the Beliefs and Practices of Teachers, Principals, and Teacher Trainers</b> This mixed methods study explored what teachers, teacher trainers, and principals in a group of Somali secondary schools in the capital believed learner-centred pedagogy is, their beliefs about its effectiveness, their reported classroom practices, and their perceived barriers to its successful implementation.
Mike Lambert	<b>Developing Motivation for continuing learning languages at GCSE</b> This mixed methods explorative study is trying to uncover the factors that help to motivate learners to choose languages for GCSE and beyond. Looking at existing literature and drawing on the expertise of a range of practitioners through interviews and online questionnaire, I hope to propose some practical ways forward, as we strive to motivate learners, increase take up (and meet government Ebac targets).

<b>Room 4</b>	<b>Theme: Special educational needs, social disadvantage and engagement</b>
<b>Presenter</b>	<b>Title</b>
Megan Ennion	<b>The Perfect Perceptions for Academic Success: Growth-Mindset or Greater Perceived Control?</b> This quantitative study explored two contrasting theories within education which advocate the role of socio-cognitive perceptions in explaining and enhancing students' attainment: Mindset Theory and Perceived Academic Control. In order to better understand these two theories, their relationship, and their relationship with academic achievement, this study analysed these beliefs and perceptions within a population of university students. Findings raise interesting discussions on the way these perceptions function within individuals and the ways they may influence achievement.
Ali Cohen	<b>Exploring the experiences of teacher/parents of children with special needs and the impact potential upon their classroom practice</b> This small-scale study aims to acknowledge the stresses and positive experiences of teacher/parents and their strategies for coping with the dual roles of being a parent to a child with disabilities and professional teacher. In addition, it aims to document how the teachers' experiences may have affected their classroom practice. The study methodology is qualitative comprising of an online questionnaire and personal interviews with 5 teachers of various ages and different stages in their career.
Michael Holland	<b>Investigating An Engagement Gap Between Disadvantaged and Non-Disadvantaged Students</b> A mixed method investigation on whether there is a gap in engagement between disadvantaged and non-disadvantaged students. A case study of year 9 students within a single academy with a high proportion of disadvantaged students.
Leah Nimz	<b>Teaching for Mastery in Mathematics in Special Needs: Exploring teacher perspectives and considering the role of Teacher Research Groups</b> A qualitative research study exploring the use of the teaching for mastery approach to mathematics in special schools. Employing a semi-structured interview and lesson observation methodology, the researcher sought real-world teacher experience and perspectives of this approach. In addition, the research explores the use of teacher research groups and collaborative professional development to mediate the challenges associated with implementing this approach within the special needs setting.

<b>Room 5</b>	<b>Theme: Disrupted Education</b>
<b>Presenter</b>	<b>Title</b>
Donna Comerford	<p><b>What is the nature of education during climate related internal displacement: Perspectives of a rural community in Fiji.</b></p> <p>This ethnographic research explores the nature of education experienced by a small rural community in Fiji. The reality of climate change for Fiji is increased extreme weather events, internal displacement and disruptions to education. What are the perceptions of children, young people, educators, parents and carers of the education system during these events?</p>
Amy Kingman	<p><b>Investigating the impact that remote teaching during the Covid-19 pandemic has had on teachers' utilisation of tablet technology</b></p> <p>The aim of my research project is to explore teachers' experiences of and attitudes towards the use of iPads during and post-remote teaching. My project investigates whether the experience of remote teaching has changed teachers' relationship with tablet technology: have teachers embedded new things into their practice since lockdown or have they returned to their previous habits now that we're back in the classroom?</p>
Charlotte Handford	<p><b>How can we successfully equip Key Stage 5 students to take ownership of their learning through peer collaboration in online contexts?</b></p> <p>This mixed methods study is concerned with online peer collaboration at Key Stage 5. The project is based on an ongoing project I am leading at school for my Collaborative Learning Team which is looking at KS5 learning, and a group of teachers are trialling strategies for peer collaboration. This study will focus the use of online peer collaboration at A level in four subjects taught by teachers within the CLT team; History, Business, Economics and Biology, to gain a cross-curricular view of what online peer learning looks like in our school.</p>