Sharing Stories: Practice and Research

St Mary's University

Thursday 3rd April 2025

St Mary's Pedagogy Research Special Interest Group (SIG)

Mission
The Pedagogy Research SIG seeks to empower professional autonomy by exploring ideas that enhance knowledge, learning, and educational practice by engaging with and responding to the ever-changing educational landscape.

The Pedagogy Research Special Interest Group is a forum that supports the exploration of pedagogical practice within education. We meet regularly to share ideas, research, readings and practice that ignite our passion for what we do as teachers, tutors and researchers. Research interests within the group include decolonising the curriculum, creative pedagogies, arts-based teaching, professional identity, learning through technology, artificial intelligence, multiliteracies, global learning, professional development and social justice. We are passionate about the relationship between research and practice and welcome any practitioner researchers who would like to work with the group.

Our achievements include contributions to pedagogical discourse including a soon to be published edited text on pedagogy in higher education: *Pedagogy in Higher Education: Purpose, Practice and Relationships*. This, our second conference, will also produce a second special edition of *ReflectEd: St Mary's Journal of Education* which will showcase pedagogical practice across the educational sector.

We hope you enjoy the stimulation that comes from being with others who are passionate about their research and practice. If you have an interesting pedagogical story to tell, consider contacting us for opportunities to share at seminars or through publication in our journal.

Chris Edwards-Leis and Viki Veale: on behalf of the Pedagogy Research SIG

Welcome to St Mary's Pedagogy Research Conference

Poster presentations shared at St Mary's recent conference at the House of Lords will be displayed in the exhibition area throughout the day. Please enjoy the opportunity to browse and chat over a cup of coffee on arrival and during the breaks between sessions

Welcome and Housekeeping Waldegrave Drawing Room
Christine Edwards-Leis and Viki Veale (St Marys University)

Keynote Lecture 10:15-11:15 Waldegrave Drawing Room
Finding the Calm in a World That Doesn't Stop Michele Baker (Independent Consultant) We live in an increasingly busy world where people rush from one event or activity to the next, sometimes never seeing what is around them. In this session, Michele argues that the anecdote to our increasingly stressful environment for both students and teachers is as simple as incorporating regular mindful activities in outdoor environments.

Comfort Break and Transition 11:15-11:30

Parallel Session 1 11:30-12:30 (please see side panel for rooms)	
Group A Waldegrave Drawing Room	**Early Childhood Education Utopia: Shared Visions and Shared Realities** (workshop) Dr Viki Veale (St Marys University) and Dr Natalie Shaw (NHL Stenden University of Applied Sciences)
	Exploring Generative AI In Initial Teacher Education: A Pre-Research Study On Pre-Service Teacher' Use And Perceptions Of Generative AI Tools During Their First PGCE Teaching Practice Karen Kilkenny, Liz Birchinall, David James and Natalie Jayson (University of Manchester)
Group B Billiards Room	**Play in School Based Settings** Charlotte Rands (British International School of Stockholm)
	Song As A Pedagogical Tool In RE: A Creative Approach Patricia Arundell (St Joseph's Catholic Primary School)

	Bedfont Baccalaureate: Piloting a Primary School Baccalaureate Stephen Crinall
Group C Senior Common Room	**The Case for Creativity In The Modern Foreign Languages Classroom** Juliette Claro (St Marys University)
	Competition in PE: What is the purpose? (workshop) Neil Castle and Dr Kristy Howells (Canterbury Christ Church University)

Lunch and Poster Gallery	
12:30-1:30 Waldegrave Drawing Room	
Karen Fox (St Marys University)	Children's voices in curriculum design
Associate Prof Lisa Panford (St Mary's University)	Actions for an Anti-Racist Secondary Languages Curriculum
Professor Anna Lise Gordon and Emma Marfleet (St Mary's University/ The Marfleet Foundation)	Bereavement Education
Dr Clare Martin (St Mary's University)	SEND
Dr Fiona Wilson (St Mary's University)	Emotionally Informed Learning
Sam Lovatt and Dr Shalini Bhokar (St Mary's University)	Perceptions of AI In Schools
Dr Helen Thouless and Dr Viki Veale (St Mary's University)	Sustainable Primary ITE
Mary Nkune and Juliette Claro (St Mary's University)	Recruitment And Retention Of International Trainees
Rob Campbell (St Mary's University)	Increasing International Physics Teachers

Parallel Session 2	
1:30-2:30 (please see side panel for rooms)	
Group A Waldegrave Drawing Room	**Early Years Curriculum and Pedagogy: Beyond 'Balance'- Getting into 'Tune'** Ellie Dipper (Kingston College) and Professor John Siraj-Blatchford)
	Exploring A Protocol for Leveraging Lived Experience for Transformative Pedagogy in Day-Care Settings Joelle Feudjo-Maneze (Independent Consultant)
	Motor Competency Interventions to Support Children's Physical Development Dr Kristy Howells (Canterbury Christ Church University)
Group B Billiards Room	**Culturally Responsive Teaching Practice in Higher Education** Dr Elizabeth Kaplunov (Regent College, London)
	Assessing What Matters: Aligning Pedagogy with Authentic Tasks Ashley Gumbrell (St Marys University)
	Navigating Policy Change: A HEI's Journey and the Impact on School Partnerships and Mentor CPD Through the Implementation and Subsequent Removal of the Dfe's 20 Hour General Mentor Training Requirement (A Case Study) David James and Karen Kilkenny (The University of Manchester)
Group C	**Leprosy Survivors at Anandwan Rebuild the Lives of the Deaf, Mute and Orphaned: A Journey Of 75 Years!**

| Senior Common Room | Dr Cajetan Coelho (University of Leuven) |
| | **Who are you? Time mapping**
(Workshop)
Christine Edwards-Leis |

Comfort Break and Transition 2:30-2:45

Parallel Session 3 2:45-3:45 (please see side panel for rooms)	
Group A Waldegrave Drawing Room	**Supporting Grieving Children and Young People in Schools** Professor Annalise Gordon (St Marys University) and Emma Marfleet (The Marfleet Foundation)
	Why Love is More Important Than Exam Results (pre-recorded) Radha Jaipersad (Self Employed Education Consultant)
	An Exploration of Teachers Perceptions of The Effectiveness Of Stories As A Pedagogical Device In PSHE At Primary Level Olivia Richards (St Marys University/ The Story Project CIC)
Group B Billiards Room	**Digital Literacy in The Classroom: Whose Responsibility Is It?** Sam Lovatt (St Marys University)
	GIS-T: Using Geographical Information Systems (GIS) to teach about climate change Sophie Wilson (St Marys University)
	The Creation, Modification, Implementation and Assessment of A Hydration Education Pack To Develop Children And Teachers Knowledge And Understanding Of Fluid Intake Dr Josh Williamson (Canterbury Christ Church University)
Group C Senior Common Room	**Crafting the curriculum** (workshop) Rich Little (Canterbury Christ Church University)
	Supporting Disadvantaged Children and Families In Primary Schools With High Levels Of PPG: Reflections And Provision From Bedfont Primary School Stephen Crinall (Bedfont Primary School)

Closing Thoughts 3:45-4:00
Christine Edwards Leis and Viki Veale St Marys University

Keynote speaker: Michele Baker (Independent consultant)

Finding The Calm in a World That Can't Stop Moving
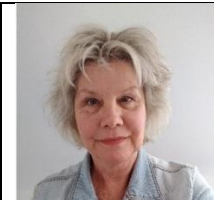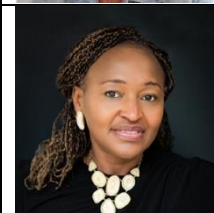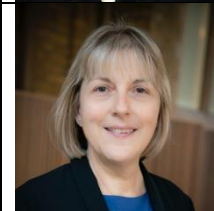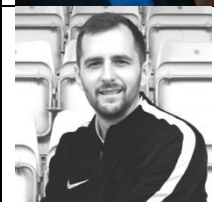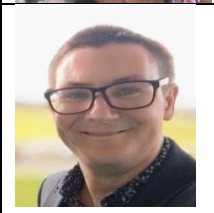
We live in an increasingly busy world where people rush from one event or activity to the next, sometimes never seeing what is around them. In this session, Michele argues that the anecdote to our increasingly stressful environment for both students and teachers is as simple as incorporating regular mindful activities in outdoor environments.

Michele Baker is an experienced early years educator with an additional qualification as a Forest School Leader. Over the last 20 years she has worked in three well-known international schools in the U.K., Switzerland and Belgium. In all three of these schools she has incorporated the use of outdoor spaces into her daily teaching. She has also designed and run workshops for interns, teachers and parents inspiring others to utilise outdoor spaces on a regular basis as part of t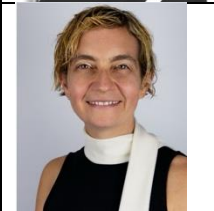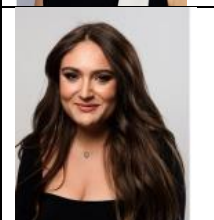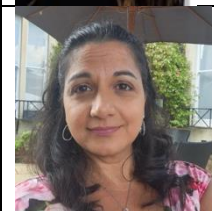he curriculum. In her workshops she helps participants develop outdoor engagements, promoting connection to nature and wellbeing. Michele is passionate about the importance of using outdoor spaces on a regular basis both at school and home. Over the last three years she has also been exploring and sharing many mindfulness activities in the forest to promote health and wellbeing for adults. Her passion for lifelong learning, sense of wonder and enthusiasm to get everyone outdoors is contagious.

List of presenters

	Elaine Arundell: St Josephs Catholic Primary School, Crayford Elaine Arundell has worked in primary RE in various capacities for the last 25 years, as a teacher, coordinator, advisor, resource writer and independent consultant.
	Liz Birchinall: University of Manchester Liz (University of Manchester) is a Reader in Education and Programme director Primary PGCE, University of Manchester. Research interests include; teacher wellbeing, mindfulness and AI.
	Dr Cajetan Coelho: Leuven University Cajetan is a socio-cultural anthropology researcher at KU Leuven studying the ethical dilemmas within educational structures confronting students and taxpayers on a daily basis.
	Neil Castle: Canterbury Christ Church University St Mary's alumni and Senior Lecturer in PE and Sport, published author and international speaker, Neil's research focus is 'competition as a pedagogical tool'.
	Juliette Claro: St Marys University Juliette Claro NPQSL is Lecturer in Education at St Mary's University, secondary MFL teacher with over 20 years' experience, and ex-senior leader.
	Stephen Crinall: Bedfont Primary School Stephen completed a PGCE at St Mary's (2013) and is a primary teacher and experienced senior leader, with particular interests in curriculum, assessment and pedagogy.
	Ellie Dipper: Kingston College Elle Dipper serves as a lecturer in Early Years, who strives to empower Early Years professionals to advocate for and champion children's right to play.

	Dr Christine Edwards Leis: St Marys University Christine leads the PGR Programme in Education at St Mary's and has led the Pedagogy Special Interest Group since 2019.
	Joelle Feudjo-Maneze: Independent Early Years Consultant Joelle Feudjo-Maneze, an Independent Early Years Consultant, is passionate about transformative change and supporting professional development in Early Childhood Education.
	Professor AnnaLise Gordon: CWE St Marys University Professor Anna Lise Gordon is Co-Director of the Centre for Wellbeing, St Mary's University.
	Ahley Gumbrell: St Marys University Ashley is a Lecturer in Football Development and Coaching and course lead for the Performance Football Coaching (distance learning) MSc at St Mary's University.
	Dr Kristy Howells: Canterbury Christ Church University *Dr Kristy Howells (*Reader in Children's Health at Canterbury Christ Church University) research interests include early years' motor competency, physical development, physical activity and wellbeing.
	Ellie Huggett: St Georges Primary School, Wrotham *Ellie Huggett,* Head of Physical Education, Healthy Schools at St George's School, Wrotham, is an action researcher focusing on children's motor competency and intervention programmes.
	Radha Jaipersad: Self Employed Education Consultant Radha Jaipersad is an ex-senior leader with over 24 years' experience in secondary education, specialising in mental health, safeguarding, curriculum and accessibility in science education.
	David James: University of Manchester David lectures at The University of Manchester, co-leading the Primary PGCE Professional Studies curriculum and widening access initiatives, including our school partner mentor curriculum.

	Natalie Jayson: University of Manchester Natalie lectures at The University of Manchester, as the Primary PGCE Mathematics Lead and Professional Tutor. Research interests include early mathematics and talk for learning.
	Dr. Elizabeth Kaplunov: Regent College London Chartered psychologist, Dr. Elizabeth Kaplunov, evaluates health technology projects for disabled and vulnerable people. She earned her PhD in deaf health from the University of Bath.
	Karen Kilkenny: University of Manchester *K*aren is a Senior Lecturer in Education and PGCE Partnership lead at The University of Manchester. Her research interests are inclusion, SEND, and autism.
	Rich Little: Canterbury Christ Church University Rich has worked within PE at School, County Advisor and University level. His interests include pedagogy, curriculum development, leadership, outdoor learning and coaching & mentoring
	Sam Lovatt: St Marys University Senior Lecturer in Primary Education at St Mary's University specialising in primary computing. Research interests include adoption of Generative AI in schools, technology and pedagogy.
	Emma Marfleet: The Marfleet Foundation Emma is a primary school teacher, mother, widow, and founder of The Marfleet Foundation, which offers training and resources to help schools support bereaved children.
	Dr Clare Martin: St Marys University Clare's research interests are the influence of the inclusion of pupils with SEND on the teaching and learning of others and teachers' conceptualisations of SEND and inclusion
	Chris McAllan; Bedfont Primary School Chris trained as a teacher at St Mary's (BA ITT), working in Hounslow for 20 years before transitioning to parental support, as Bedfont's Attendance Lead.

	Associate Professor Lisa Panford: St Marys University Associate Professor Lisa Panford is the Founder of the Decolonising Secondary Languages Special Interest Group of the Association for Language Learning.
	Charlotte Rands, Head of Primary, British International School of Stockholm. Charlotte's taught and led EYFS/Primary for over twenty years, internationally and in the UK, and is an active member of the ECIS ECE SIG.
	Olivia Richards: St Marys University/ The Story Project CIC Olivia is a teacher and founder of The Story Project. She is completing her PHD at St Mary's on the effectiveness of stories in PSHE.
	Dr Charlotte Ryland: Oxford University Dr Charlotte Ryland is Director of the Translation Exchange (Oxford University) and the Stephen Spender Trust, two organisations that promote language learning and creativity.
	Prof. John Siraj-Blatchford: Scheme Play™ Prof. John Siraj-Blatchford co-founded Schema Play™, and serves as an independent researcher and Trustee for the Green Early Years Choices Champion Organisation (GECCO) and OMEP UK.
	Dr Natalie Shaw: NHL Stenden University of Applied Sciences Dr Natalie Shaw lectures in international ITT in Meppel, the Netherlands. She has a degree in SEND. Her master's and PhD focussed on children's rights.
	Dr Viki Veale: St Marys University Dr Viki Veale (senior lecturer in Early Years and Primary Education) is chair of TACTYC and co-coordinator of RCTN. Her research centres on professional development.
	Dr Josh Williamson: Canterbury Christ Church University Josh is a specialist in the creation, implementation, and efficacy/impact assessment of EYFS and KS1 educational resources, to develop knowledge and understanding of fluid intake.

Associate Professor Sophie Wilson: St Marys University

Sophie is an active member of the university's Sustainability Committee and was principal investigator on the Erasmus+ funded 'GI pedagogy' project

Overview of presentations

Workshop 1	**Early Childhood Education Utopia: Shared Visions and Shared Realities**
Dr Viki Veale (St Marys University) and Dr Natalie Shaw (NHL Stenden University of Applied Sciences)	

Those who work with the youngest children in Primary schools are liminal professionals, whose practice is led by different principles, pedagogic approaches and statutory guidance (Veale, 2023). A strong sense of identity and clear pedagogic vision is necessary to navigate this liminal space. Recognising the similarities between our approaches as lecturers and in the challenges our students face, we came together to explore their vision and realities.

Using the Utopia as Method approach (van Dermijnsbrugge, 2023), Shaw and Veale brought together students in international contexts to explore their identity, reality and vision through guided reflective professional conversation, challenging them to create a vision of their utopia using AI image generators.

The findings show a shared sense of identity and shared vision of utopia in Early Childhood Education and care, while also highlighting the strengths and limitations of generative AI. In this interactive session, we invite you to explore your utopia too.

Presentation 1	**Exploring Generative AI In Initial Teacher Education: A Pre-Research Study on Pre-Service Teacher' Use and Perceptions of Generative AI Tools During Their First PGCE Teaching Practice**
Karen Kilkenny, Liz Birchinall, David James and Natalie Jayson (University of Manchester)	

This presentation shares findings from a pre-research study investigating the use of Generative AI in a UK university's Primary PGCE programme. The study aimed to gather initial data to inform a research roadmap on AI's role in teacher education. It examines how pre-service teachers engaged with Generative AI tools during their first teaching practicum and their early perceptions of AI's potential in classroom practice.

At the start of their PGCE programme, pre-service teachers were introduced to a Generative AI tool (TeachMateAI) and its possible applications for lesson planning and classroom support. Feedback was collected through informal interviews, one-to-one discussions and focus groups to explore their perceptions of TeachMateAI and ChatGPT. Key areas of discussion included curriculum and subject-specific applications, frequency of use, and the perceived impact on both pupils and teachers. Pre-service teachers also reflected on the advantages, limitations and challenges of integrating these tools into their practice.

A key finding highlights the critical role of professional judgment in evaluating AI-generated content. This includes selecting appropriate tools, adaptive teaching considerations, and refining prompt engineering skills to enhance lesson planning and resource creation. These emerging themes will inform the next phase of research, which will explore the broader implications of AI in teacher education, including its impact on pedagogy, professional development, and partnerships with primary schools.

1130: Parallel Session 1 (Group B)
Billiards Room

Presentation 1	**Play Matters: Play in School Based Settings**
Charlotte Rands (British International School, Stockholm)	

Play is one of the characteristics of effective learning (DfE, 2024) yet it is often misunderstood and disparaged, particularly in schools. This poses particular challenges for Reception Class teachers, who are liminal professionals defending play-based pedagogy in Primary schools (Veale, 2023) where there is little understanding of how to support learning through play (Ofsted, 2024). Play Matters brought together experts from different sectors to create a document that celebrates the power of play and provides practical guidance for developing play in early years and beyond. This presentation focuses specifically on play in schools, explaining why it is so important that we make time for play and how we can achieve this.

Presentation 2	**Song As a Pedagogical Tool In RE: A Creative Approach**
Patricia Arundell (St Joseph's Catholic Primary School)	

For millennia, songs have been part of the lived experience of various civilisations and religions. They have played an integral role in the transmission of faith and so have a special place in many sacred texts and rituals. Songs have also provided a medium through which humans can express their individual and shared religious quests and celebrations. Despite this, songs are not often used in religious education and the study of songs as a resource and activity is underdeveloped. In this paper, I argue that it is time for this particular creative art to be given a place in the primary RE classroom as a pedagogical tool. The arguments for using songs to aid teaching and learning in other subject areas are very strong. Why is it that this enjoyable form of communication and expression which has long been interconnected with religion not being utilised? It will be argued that this is due to a political agenda rather than an educational one and that songs can be a useful pedagogical tool for pupils of all worldviews due to their diverse and inclusive nature. I promote songs as a way of enhancing pupils' understanding of the lived experience of believers and as an opportunity to become more effective global citizens.

Presentation 3	**Bedfont Baccalaureate: Piloting a Primary School Baccalaureate**
Stephen Crinall and Chris McAllen (Bedfont Primary School)	

This presentation will explore the innovative approach undertaken by Bedfont Primary School in designing and implementing a primary school baccalaureate, accredited by the National Baccalaureate Trust. The Bedfont Baccalaureate recognises the breadth and depth of our enriched curriculum while celebrating children's holistic development.
Our bespoke model prioritises linking learning across subjects, fostering interdisciplinary understanding, and nurturing personal growth. A key feature of our baccalaureate is the completion of a personal project designed to equip children with essential knowledge about keeping themselves safe. This aspect encourages critical thinking, research, and self-reflection, ensuring learning has real-world relevance.
Additionally, the Bedfont Baccalaureate maps key indicators that promote well-rounded development, including outdoor activities, cultural engagement, leadership opportunities, and community service. These elements empower pupils to step beyond the classroom, develop life skills, and build meaningful connections within their community.
This presentation will detail the strategic curriculum design, the practical steps taken to secure accreditation, and the positive outcomes observed in pupils' learning and development.

Attendees will gain insights into how a primary school baccalaureate framework can inspire high-quality education, recognise diverse achievements, and prepare children for the next stages of their learning journey and beyond.

11:30: Parallel Session 1 (Group C)
Senior Common Room

Presentation 1	The Case for Creativity in the Modern Foreign Languages Classroom

Juliette Claro (St Marys University) and Dr Charlotte Ryland (Queens College, Oxford)

This paper explores the roles of authenticity and creativity in the secondary language classroom in the context of the current knowledge-rich curriculum, focusing on how these concepts contribute to improved learning outcomes and well-being for both teachers and students. Authenticity in language teaching refers to the use of authentic, meaningful materials and interactions that mirror real-world language use, while creativity encompasses the development of innovative, engaging teaching strategies that foster deeper student engagement and motivation. Through a review of current literature and varied classroom practices in successful languages departments, this paper argues that integrating authentic materials and creative approaches not only enhances language acquisition but also cultivates a positive classroom atmosphere resulting in higher engagement, motivation and well-being of learners living the knowledge-rich curriculum through authentic cultural experiences. This, in turn, boosts student confidence, motivation, and language retention. For teachers, embracing authenticity and creativity promotes professional fulfilment, reduces burnout, and fosters connectivity with cultural awareness echoing the National Curriculum invitation that "Language learning is a liberation from insularity". By examining case studies and empirical evidence, the paper provides practical strategies for creating an environment that encourages both students and teachers to thrive in the language-learning process. Ultimately, the study underscores the need to revisit the knowledge-rich curriculum ensuring that there is room for pedagogical approaches that emphasise authenticity and creativity to enhance both progression in language learning and emotional well-being in secondary language education.

Workshop 1	Competition in PE: What is the purpose?

Neil Castle and Dr Kristy Howells (Canterbury Christ Church University)

Competition features prominently in the National Curriculum for Physical Education, yet little guidance is offered as to how it should be taught, and the discourse around the concept of competition in PE is somewhat polarized. Castle and Howells (2024) provide evidence to suggest the benefits that effective delivery of competitive challenges can have on both the enjoyment and the perception of competency for children as young as 2 years old. Nonetheless, the Ofsted PE subject review (UK Gov, 2022) suggests that poorly delivered competition can lead to 'low self-efficacy, feelings of exclusion and potential task avoidance'. Howells et al. (2018) suggest that teachers should consider delivering different types of competition based upon their desired learning outcomes for the lesson; competition against, alongside and with others. This interactive workshop will allow delegates to the experience the three types of competition described by Howells et al. (2018) and to reflect on how each can be applied to deliver 'purposeful competition'. The workshop will then introduce delegates to current research being undertaken by staff and students at Canterbury Christ Church University to explore how much competition

teachers currently use within their lessons and to consider the different ways in which they employ competitive challenges, within the parameters of Howells et al.'s (2018) findings.
In doing so the research seeks firstly to gain a greater insight of current practice and secondly to help inform practitioners as to how they can improve their teaching by categorizing and applying competition appropriate to their desired lesson outcomes.

Lunch and Poster Gallery
12:30-1:30 Waldegrave Drawing Room

130: Parallel Session 2 (Group A)
Waldegrave Drawing Room

Presentation 1	Early Years Curriculum and Pedagogy: Beyond 'Balance'- Getting into 'Tune'

Ellie Dipper (Kingston College) and Professor John Siraj-Blatchford SchemaPlay™)

This paper/presentation will report upon further analysis of data that was at first collected in a study carried out by the principal author on the subject of professional advocacy for children's free-flow play by preschool practitioners. The primary study was completed in 2023, and the first stage of the additional analysis is particularly focused upon the practitioner's, use and understandings of the pedagogical role of 'observation', and their application of 'Pedagogic Subject Knowledge' (Siraj-Blatchford, 2002). 'Tuning in' was a popular metaphor applied by the research respondents in the primary study, who recognised that the use of schemes in children's play provided just as much the building blocks of further learning as 'notes' do so in music.
The paper is intended to contribute towards ongoing research and scholarship on the nature of Curriculum and Play in early childhood education and care (ECEC), and it will provide an original contribution, in its application of Vygotsky's (1979) Zone of Proximal Development (ZPD) and SchemaPlay™ (Siraj-Blatchford and Brock, 2016), to the development of professional learning and identity. The relationship between Curriculum and Pedagogy will be explicitly explored, and their commonly applied binary presentation identified as a significant barrier in professional development. Further research questions will be identified and suggestions made for further research.

Presentation 2	Exploring A Protocol for Leveraging Lived Experience for Transformative Pedagogy in Day-Care Settings

Joelle Feudjo-Maneze (Independent Consultant)

In my previous publication, Leveraging Lived Experience for Transformative Pedagogy in Day-care Settings (Feudjo Maneze, 2024), I advocated for empowering Early Childhood Education and Care (ECEC) practitioners to lead their own professional development through Action Research and Reflective Practice. This approach promotes the generation of new, transformative pedagogical knowledge by encouraging ECEC practitioners to deeply engage with their lived experiences. As practitioner-researchers, they critically evaluate and innovate daily practices within their unique settings, conducting "living inquiries" that involve continuous reflection and improvement. Over time, such practices could give rise to new evidence-based research, catalysing sector-wide improvements. Given the diversity of day-care settings environments, a critical question arises: how can a practical protocol help ECEC practitioners effectively respond to their own priorities

and leverage their lived experiences for transformative pedagogy? To achieve this, practitioners need a coherent, self-initiated framework that enables them to lead their continuous professional development while systematically documenting their experiences. These documented insights could ultimately contribute to the creation of new evidence-based research, serving as a foundation for broader advancements in the field. The need for such a protocol is paramount. ECEC practitioners are trained primarily to implement pedagogy, and integrating elements of research into their practice requires thoughtful consideration of language, tools, and strategies familiar to them. A practical, accessible framework is essential to enable practitioners to embark on this self-directed journey of leveraging their lived experiences for transformative pedagogy. In this exploration, I will propose a protocol that bridges theoretical concepts and practical application, enabling ECEC practitioners to enhance the quality of education in day-care settings. By drawing on personal reflections and real-world childcare scenarios, this proposal will offer practical solutions and strategies that resonate with practitioners, ultimately improving educational outcomes for children.

Presentation 3	**Motor Competency Interventions to Support Children's Physical Development**
Dr Kristy Howells (Canterbury Christ Church University) and Ellie Huggett (St Georges Primary School)	

Children are developmentally behind in motor competency (MC) levels for fine, gross motor skills plus in core strength and coordination. Children who have poor levels of MC have issues with learning to read and write and playing sports, since they find it difficult to hit, kick or catch a ball. Challenges from inadequate hand-eye coordination may impact behaviour and the ability to pay attention. MC is critical for development of health bodies as well as social emotional wellbeing. The presentation will demonstrate how MC levels can be improved and sustained through interventions within Schemes of Work. The presentation will share the significant improvements for the skills (galloping, skipping, use of scissors, hopping, running, climbing and kicking) that were tracked over 19 weeks (3 academic terms). The results show a call for action and need for a) MC interventions within all schools, b) national policy to scale this up to all children and c) more training in schools and universities.

1:30: Parallel Session 2 (Group B)
Billiards Room

Presentation 1	**Culturally Responsive Teaching Practice in Higher Education**
Dr Elizabeth Kaplunov (Regent College, London)	

Motivation is essential for how learners acquire and apply new skills, with Self-Determination Theory emphasizing the role of high-quality motivation in supporting cultural identity, especially among low-performing students (Dweck, 1986; Chirkov, Ryan, & Willness, 2005). Cultural factors significantly influence learning, highlighting the importance of cultural awareness and sensitivity in educational settings to boost student engagement and success (Ginsberg & Wlodowski, 1995). Tailoring teaching practices to students' cultural needs and addressing biases are crucial for creating inclusive learning environments. However, much of the existing research has focused on primary and secondary education in the US and Europe, using mostly qualitative methods, which restricts generalisability. This project aims to address these gaps by testing and validating a culturally responsive teaching (CRT) survey among UK-based higher education lecturers. Using a

mixed-methods approach, the study combines quantitative and qualitative data to offer a comprehensive understanding of CRT practices in higher education, particularly within diverse and widening participation adult student populations. The findings will present key pedagogical practices informed by CRT, revealing the strategies lecturers use and the motivations behind them. Additionally, the study will propose methods to enhance the cultural sensitivity of teaching approaches. The research aims to underscore how student-centred teaching methods that consider cultural backgrounds can promote more inclusive and engaging learning environments.

Presentation 2	**Assessing What Matters: Aligning Pedagogy with Authentic Tasks**

Ashley Gumbrell (St Marys University)

As part of our foundation degree 'advanced coaching through games' module, I have designed a semester long assessment strategy to test students understanding of their pedagogical approach to coaching. This semester we are having students attend a game (Chelsea FC U21) and assigning them players/positions to watch, before challenging them to coach an identified 'problem' from their observations. We will embed GBA theory along the way, supporting their theoretical knowledge whilst they plan. This will culminate in a presentation in the final week of the semester which requires students to rationalise their coaching practice/behaviours in relation to their chosen pedagogical approach to coaching. The authenticity of not only the assessments, but the process is something we believe is highly motivating and engaging, whilst also challenging students with real-world problematisation.

Presentation 3	**Navigating Policy Change: A HEI's Journey and The Impact on School Partnerships and Mentor CPD Through the Implementation and Subsequent Removal of the DfE's 20 Hour General Mentor Training Requirement (A Case Study)**

David James and Karen Kilkenny (Canterbury Christ Church University)

This presentation examines how a Primary PGCE programme at one higher education institution (HEI) navigated the implementation of the ITT quality requirements for the 20-hour general mentor curriculum. Announced in July 2021 for implementation from September 2024, these requirements posed challenges in balancing reciprocal school partnerships with increased Department for Education (DfE) expectations of HEI providers and their school-based mentors. In early 2022, we evaluated our existing partnership model and identified potential challenges arising from the new requirements. A working party was established to develop a mentor curriculum grounded in core values and principles, ensuring alignment with our long-standing school collaborations. Over 24 months, this group engaged in ongoing consultation, balancing DfE expectations with mentor workload considerations. Through continuous feedback and support, we designed and implemented a high-quality, purposeful mentor development curriculum. Recognising the diverse experiences of mentors, we adopted a flexible, online learning model that allowed mentors to engage with resources tailored to their professional development needs. Feedback and engagement data indicated that the materials were accessible, relevant, and effectively supported mentor CPD. Additionally, we monitored mentor participation and explored strategies to enhance engagement.In November 2024, the DfE unexpectedly removed the 20-hour general mentor training requirement with immediate effect. This presentation will reflect on the implications of this decision, considering its impact on our mentor curriculum, associated resources, and school partnerships. We will also discuss lessons learned and explore future directions for mentor development within ITT.

1:30: Parallel Session 2 (Group C)
Senior Common Room

Presentation 1	Leprosy Survivors at Anandwan Rebuild the Lives of the Deaf, Mute and Orphaned: A Journey Of 75 Years!
Dr Cajetan Coelho (University of Leuven)	

The Anandwan leprosy rehabilitation project at Warora in Central India is in the 75th year of its existence. Out there, giving up begging and dependence, leprosy survivors turn visionary entrepreneurs and influence society through far-reaching initiatives to serve others who happen to be in greater need than themselves. A combination of liberation theology and Indian spirituality as practiced by Mahatma Gandhi are reflected in their novel projects in agriculture, water-harnessing techniques, education, industrial production, preservation of environment, and care of the blind, deaf, speech impaired, abandoned orphans, and polio-stricken kids.

Based on my ongoing ethnographic fieldwork, several short and lengthy stays in the field, participant observation, interviews, attending events, festivities, visiting people in the agricultural setting, workshops, kitchens, hospitals, and daily interactions with my interlocutors, I have been able to get insights in their ways or worldmaking in their leprosy communes and beyond. Their resource management methods, food growing and food sharing practices, and their preference to practicing the more generous feminine economic model as opposed to the fear-instilling masculine economic model offer much food for thought, dialogue, and a relook at other perspectives of human engagements elsewhere.

"Doing Dignity" is their project. They prefer to toil and earn their livelihood and share the surplus with others. For that to happen, they need challenging opportunities that can activate the dormant agencies residing in their crippled bodies and in their stigma-doused minds. Their plea is that they should not be made victims of charity. They murmur, "Charity Destroys but Work Builds".

Workshop 1	Who are you? Time mapping
Dr Christine Edwards Leis (St Marys University)	

This workshop asks you to explore yourself through a time mapping activity which embraces the use of life history as a tool for reflexivity (Manathunga et al, 2021) which is particularly important in educational contexts that engage people from multiple cultures. Time mapping is a visual methodology which can include the use of cultural symbols, free drawing, photographs or any creative process. Such a method helps to make the silent heard, the experienced shown, and the believed visible. An understanding of self, better enables an appreciation of the mental models that guide our decision making particularly when we are searching for ways of designing research that creates new knowledge: effectual mental models have structures that are related to the objects or phenomena they represent (Edwards-Leis, 2010). This workshop asks you to reflect and create your own time map.

Comfort Break and Transition

2:30-2:45

2:45: Parallel Session 3 (Group A)
Waldegrave Drawing Room

Presentation 1	**Supporting Grieving Children and Young People in Schools**

Professor Annalise Gordon (St Marys University) and Emma Marfleet (The Marfleet Foundation)

The UK Commission on Bereavement Report (2022) – Bereavement is Everyone's Business – advocates for the inclusion of death in the curriculum, a meaningful bereavement policy in every school, and appropriate training for adults working with children and young people. Our presentation will offer research-informed evidence and lived experience recommendations on how this commitment can be fulfilled by our schools and in teacher training. Key facts emphasis this need: 1 in 29 children aged 5-16 experiences the death of a parent or sibling; a child is bereaved of a parent every 20 minutes in the UK (Childhood Bereavement Network 2022). Yet 80% of teachers receive no bereavement training (Childhood Bereavement UK 2018). The impact of bereavement is especially acute in disadvantaged areas, with lasting educational and social consequences. With The National Institute for Clinical Excellence (NICE, 2004) and Childhood Bereavement Network (2017) emphasising that a supportive response from existing networks is what most bereaved children need to help them thrive, it feels that this is a gap we can and must work to fill. Everyone will encounter the death of someone close to them, but supporting grieving children in school and fostering a death literacy in policy and practice need not be complicated. It is a gap we can and must work to fill.

Presentation 2	**Why Love is More Important Than Exam Results** (pre-recorded)

Radha Jaipersad (Self Employed Education Consultant)

As a practitioner involved in mental health and safeguarding, I see more and more the impact of society's obsession with social media and exam results. It is leading us to a 'point of no return' with how many young people interact with the world around them. I have told young people for years "you are more than just a grade or a number " but as we see the rise of extremist ideologies, violence, poor attendance and poor mental health in our institutions and homes, it seems our young people need my message more. We need to be guided more by love and less about exam statistics. It is not about politicians, whose policies actively divide communities or what we need to do 'get through inspections'. We are on the front line, dealing with everything from Prevent, feeding our students, washing their clothes, organising food vouchers for families, dealing with poor behaviour and an inflexible curriculum that increasingly does not fit the learners of today or tomorrow. So it is about schools, parents and communities coming together and showing our young people through consistency of our practice and our shared passion, that it is time for a big change and it has to start with us.

Presentation 3	**An Exploration of Teachers Perceptions of the Effectiveness of Stories as a Pedagogical Device in PSHE At Primary Level**

Olivia Richards (St Marys University/ The Story Project CIC)

PSHE (Personal, Social, Health and Economic Education) is the subject where children learn about important topics that can help them to live healthy and fulfilling lives, including learning about their emotions, relationships and growing up. Despite the importance of this topic, there is a lack of research into effective pedagogical tools to support its teaching and the subject can be difficult to teach due to the sensitive nature of some of the topics covered such as mental health, bereavement and puberty. There is a wealth of research exploring the effectiveness of stories as a pedagogical tool in other subjects including PSHE related subjects such as character education and social and emotional learning, but there is a gap in the research related to the perceptions of teachers using stories within PSHE over a sustained period of time and whether they find this

effective. The presentation will provide an overview of my PHD that aimed to fill this gap in knowledge through analysing qualitative interviews with teachers who have used The Story Project (a framework that supports teachers to use stories in PSHE) for over two years. The presentation will discuss how the research found that teachers did think stories and The Story Project were effective pedagogical devices in PSHE. The presentation will explore how the theories of Vicarious Learning (Bandura, 1960) and Communities of Practice (Lave and Wenger, 1991) help to explain why stories are effective pedagogical devices in PSHE. It will also consider what type of stories are the most effective to use in PSHE and how the findings can be implemented within the classroom.

2:45: Parallel Session 3 (Group B)
Billiards Room

Presentation 1	**Digital Literacy in the Classroom: Whose Responsibility Is It?**
Sam Lovatt (St Marys University)	

Amongst a summer of race riots across the United Kingdom, social media platforms were cited as 'fanning the flames' of these riots as they became a space for misinformation (Lindsay and Grewar, 2024). Ofcom (2024) highlight that internet uses, including children, are likely to encounter hateful or discriminatory content online and misinformation was listed as the most common potential harm. Teachers assuming that children 'digital natives' and that they are proficient in using digital devices, can be barrier to the children developing their digital literacy knowledge (Ofsted, 2022). To support children in becoming proficient users of digital technology, they need to be explicitly taught (Müller and Goldenberg, 2021). The Primary Computing National Curriculum (DfE, 2013) outlines that children should be taught about the internet and how to stay safe online. However, does this go far enough in preparing children for a digital world? This perspective piece will explore the crucial role digital literacy and critical digital literacy (Pangrazio, 2014) has in the primary curriculum and how it extends beyond the computing curriculum.

Presentation 2	**GIS-T: Using Geographical Information Systems (GIS) to teach about climate change**
Sophie Wilson (St Marys University)	

The GIS-T project session aims to explore how Geographic Information Systems (GIS) can be integrated into the school curriculum to address global climate change. It focuses on providing students with interdisciplinary knowledge and skills to understand climate as a system, analyse climate information, and develop strategies for mitigation and adaptation. By using data from leading scientific organisations, the project promotes the use of GIS as an educational tool, enhancing both teachers' and students' ability to explore credible climate science. This approach encourages critical thinking, informed reasoning, and local engagement with global climate challenges. The session will also highlight the need for innovative educational strategies to raise awareness and inspire action in combating climate change, concluding with an introduction to the online teaching course and GIS-T curriculum hub of resources and lesson plans created by the project.

Presentation 3	**The Creation, Modification, Implementation and Assessment of a Hydration Education Pack to Develop Children and Teachers Knowledge and Understanding of Fluid Intake**
Dr Josh Williamson (Canterbury Christ Church University)	

My PhD research was to create, modify, implement, and assess an education hydration pack to develop children's and teachers' knowledge and understanding of fluid intake. Following the literature review which informed the pack's creation, the project consisted of 3 separate studies. One to initially modify version 1 of the resources following the literature review, a second, to trial the hydration pack which analysed efficacy and impact with both qualitative and quantitative data, and a third, to inform the final conclusions of whether the hydration education pack was able to impact knowledge and understanding of fluid intake with a full-sized sample, with solely quantitative data.I would like the opportunity to present to an audience outside of my University to share my research findings on how the hydration education pack was developed and how the implementation of it impacted the development of knowledge and understanding of fluid intake, to further awareness of how teachers can support fluid intake in the classroom.

2:45: Parallel Session 3 (Group C)
Senior Common Room

Workshop 1	**Crafting the curriculum** (workshop)
Rich Little (Canterbury Christ Church University)	
Presenting ideas for curriculum philosophy and design in order to promote discussion and ideas on key principles (pillars) that could underpin the PE Curriculum. This will be a shortened version of workshop delivered at AfPE National Development Day and Journal Article in PE Matters Spring 2023.	

Presentation 1	**Supporting Disavantaged Children and Families in Primary Schools with High Levels Of PPG: Reflections and Provision from Bedfont Primary School**
Stephen Crinall (Bedfont Primary School)	
This presentation will detail the innovative strategies implemented at Bedfont Primary School to support disadvantaged children and families, particularly in the context of high levels of Pupil Premium Grant (PPG) eligibility. With partial funding provided by Hounslow Local Authority, we have introduced a Specialist Home Engagement Lead role to enhance our outreach efforts and strengthen the home-school partnership. The role focuses on engaging families, addressing barriers to attendance, and fostering trust to improve outcomes for children. By prioritising personalised family support and early intervention, we have seen measurable improvements in attendance and parental involvement. This approach has been underpinned by a commitment to building strong relationships with our community. Additionally, we have established a nurture-based provision within the school to support children's emotional wellbeing and social development. This targeted intervention provides a safe and supportive environment for children facing challenges, enabling them to thrive academically and personally. Our presentation will share the practical steps taken to implement these initiatives, their initial impact on our school community, and the lessons learned to date. We hope to inspire other schools facing similar challenges to adopt creative, family-centred approaches to support their most vulnerable pupils.	

Closing Thoughts
3:45-4:00

Thank you for joining us.

Sharing Stories: Practice and Research Conference Evaluation 2025

Please take a moment to share your thoughts on today's conference.